

**A Study of Evolution of Textbook and its Role in
Formal Education in the Context of Changing
Society from Ancient to Modern Period
(With Special Emphasis on Modern Period)**

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**A STUDY OF THE EVOLUTION OF TEACHER EDUCATION
IN INDIA: ORIGIN OF THE FIELD OF CHANGING
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(J. D. Sharma)

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CONCLUSIONS

| ACHIEVABLE GOALS | | PAGE |
|------------------|--|------|
| CONTENTS | | |
| I | INTRODUCTION | 1 |
| II | TEXTBOOK IN VARIOUS PERIODS - ANCIENT & MODERN PERIODS | 14 |
| | Nature of Society, Organization of Education, Literary Curriculum, Vocational Curriculum, Textbooks and Teaching, Principles of Writing Textbooks, Role of Textbook in Formal Education. | |
| III | EVOLUTION OF TEXTBOOK IN MODERN PERIOD | 27 |
| | Advances in Social Thinking, Social Change and Education, Organization of Education, Writing and Development of Books, Certain Aspects of Textbook, Role of Textbook in Modern Society | |
| IV | EDUCATION AND ROLE OF TEXTBOOK IN THE MEDIEVAL PERIOD | 56 |
| | Overall View of Education, Organization of Education, The Teaching and the Textbook, The Books, Role of Textbook. | |
| V | EARLY BRITISH PERIOD AND THE EVOLUTION OF TEXTBOOK (1700-1850) | 62 |
| | Introduction to the Textbook, The Textbook in the Schools, The Textbook in the University, The Textbook in the Army, Textbooks used by Missionaries, The Textbook in the Colonies, The Textbook in the (1700-1850), The Textbook in the (1850-1900), The Textbook in the (1900-1950), The Textbook in the (1950-1960). | |

Onset of social growth, Education Growth, School Education, New Policy on Textbooks, Implementation of the Policy, Textbooks in English Medium Textbooks in Vernacular Medium, Editions of the Textbook Committee (1978), Textbook Committee (1982), Textbooks and Textbook Committees in India, Official considerations in school textbooks, Certain Textbooks of the period, Certain General Concluding Remarks.

vii

1973-1974

Social Change and New Educational Trends,
Political Events and Educational Trends,
A Textbook by Mahatma Gandhi during
Non-Cooperation Movement, Economic and
Political and Social and Educational
Aspects, Social and Political, Economic
and Educational, Education and
Interest of Central Government,
Textbooks, Evaluation of Textbooks
with regard to International Under-
standing, Some Textbooks of the
Period (1905-1947), Certain
General Concluding Remarks.

THE FBI

New Issues, Emergence of Policy of
Nationalization, Interest
and Growth, Textbook
Textbook Printing Press
of Textbook, Nationalization
of Textbook, Nationalization
Textbooks, Nationalization
Nationalized Textbook, Nationalization
Nationalization, Nationalization

and
 evolution of society in education in
 1947, and in 1948 and 1949.
 The challenge of increasing knowledge

for education, The Challenge of deteriorating
 position of school education, The Challenge
 of illiteracy, partially covering the center
 sections of the society, The Challenge
 on Christian, Transnational, and regional,
 The Challenge of making school education
 more useful, The concluding remarks.

| | | |
|---|--|-----|
| x | APPENDIX I. STATEMENTS OF THE MEMBERS OF THE | 183 |
| | APPENDIX II. SUMMARY | 186 |
| | APPENDIX III. GLOSSARY | 418 |

CHAPTER - I

INTRODUCTION

Research needs in any branch of knowledge, especially in a social discipline where no finality is possible and where there is not any restriction to repeat the same project a number of times, can be limitless. The situation can be really bad if the discipline is one like history of Indian education where there is neither a well organized body of properly written literature, nor any clarity as to what is needed and should be done. A study of the available literature on history of Indian education shows that not only there are wide gaps in knowledge, but there are also certain topics and areas which have not been touched at all. One such area relates to the study of evolution of textbook historically and its role in formal education in the context of social change. It is because of this reason that the present topic was selected for study in the Department of Textbooks of the National Institute of Education (NIE), National Council of Educational Research and Training (NCERT).

Objectives of the Study

So far as the needs of the society are concerned, the present study may not be of great value. But so far as the needs of the discipline are concerned, this has a great value, as it will fill in an important gap in knowledge. From the view point of textbooks and their role in formal

education also, the topic has certain value. The precise objectives of the study are as follows:-

1. To have a record of the place of textbook in school education in the past.
2. To understand the evolution of textbook in the context of the changing society during the different periods.
3. To understand historically the position of textbook as an aid in the teaching-learning process.
4. To utilize this knowledge for further improvement of textbooks.

Meaning of Textbook and its role

Before we discuss the scheme and approach followed in this thesis, it will be in the fitness of things that we briefly discuss the meaning and role of textbook as also its importance in formal education.

Most of us have seen and read a textbook. We instinctively understand what a textbook is. Yet it may be difficult for us to produce a precise definition of it.

People have given different definitions of a textbook. "A true textbook", according to the American Textbook Publishers Institute, " ... is one specially prepared for the use of pupil and teacher in a school or a class,

presenting a course of study in a single subject, or closely related subjects."¹ Webster's dictionary defines textbook as a, " ... manual of instruction, a book containing a presentation of the principles of the subject used as a basis of instruction." Decon defined textbook as "a book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices."

A more comprehensive definition is given in the third edition of Encyclopedia of Educational Research. It states, "In the modern sense, and, as commonly understood, the textbook is a learning instrument usually employed in schools and colleges to support a programme of instruction. In ordinary usage, the textbook is printed, it is non-consumable, it is hardbound, it serves an avowed instructional purpose, and it is placed in the hands of the learner."²

There can be a few more definitions but like the above given definitions, they differ. However, one can see that they contain certain common points about a textbook. These points, in fact, represent the major characteristics of a textbook which distinguish it from other books. In more concrete terms, these points can be stated as below:-

1. A Textbook is content plus instructional technique

A textbook does not simply contain some factual information

1. Noted in Louis Mores Instructional Materials - An Introduction for Teachers (New York : The World Book Company, 1960) p. 24

2. Encyclopedia of Educational Research (Third Edition) Edited by William F. Floyd, Vol. 1, p. 100. (New York: The World Book Company, 1960).

but has the element of a clearly discernible technique in its very presentation. This technique is aimed at making the content understandable to the pupils even in situations when they are not helped by the teacher. No surprise, the textbook is called an "Assistant Master in Print."

2. A Textbook has a structured framework

All textbooks are essentially based on some predetermined syllabi, which not only circumscribe the limits of a textbook but also set the standards at which they (textbooks) have to be written. Conversely, they spell out and interpret the syllabus both for the teachers and students. Thus, a textbook is definitely not an outcome of free-lance writing. A textbook writer may, on his own, provide some new features or add some enrichment material in a textbook but the syllabus continues to be his basic reference point, and normally he is not expected to deviate from it.

3. A Textbook is designed to achieve some instructional objectives

The textbook is one of the main tools of instruction. It is an instrument for the achievement of pre-determined objectives of instruction. The textbook necessarily includes material and teaching situations which help students in achieving the instructional objectives.

4. A textbook is an instructional instrument for the teacher and a learning tool for the students

A textbook helps the teacher to plan his daily lesson, prepare assignments and organize class activities. It guides

the student in classroom learning, home learning and in preparing for the examination.

5. A textbook is a necessary personal possession of each student

A textbook is indeed a constant companion of each student so far as the study of a particular subject is concerned. He uses it constantly and continuously. This feature distinguishes it from a reference book which a student may consult once in a while by going to the library.

6. A textbook provides material for detailed study

Each word of the textbook has not only to be read by every student but he is also expected to understand and internalize it. This feature of a textbook distinguishes it from a supplementary reading-book where the pupil is required to comprehend the general outline of the content. This characteristic also distinguishes a textbook from a sourcebook or a reference book, only a small portion of which may be of relevance to the student and its remaining portions may be ignored by him without any disadvantages.

7. A textbook sets the standards

Spelling out the contents of the syllabus as it does, the textbook in a way sets the standards to be achieved in a particular grade. It indicates the minimum levels both for the teachers and students. The student may make some advanced studies and the teacher may give some enrichment material but the textbook gives the 'BASIC' for both, which is the least that a teacher must teach and a student must learn.

A book becomes a textbook because of the above stated

characteristics. Of course, different persons can have a different idea of what a perfect textbook can be. For example,

British Textbook Publishers Institute has got the following ideas about a perfect textbook:

It should be so simple that the dullest child can understand it, yet it should be so carefully planned that no fragment of subject matter will survive it. It should be so interesting that the child will read it as though it were a story. It should be so well planned that the teacher can fill it in as he goes, yet the organization should be such as to lead the child to the final chapter by a way of discovery.

Whatever be the criteria of a perfect textbook, the above mentioned characteristics are the hallmarks of a textbook.

As to the importance and position of textbook in the school of today and it may be stated that after the teacher, the textbook is the most important agent in the teaching-learning process. In spite of the advent of many other teaching aids like films and T.V., it can be visualized that the textbook will remain a major instrument of instruction for many years to come in this country at least.

Definition and Functions

Education is a very vast term with many facets. The process of education is a continuous process in the context of

Report in Memo. No. 111, 1960

The present planning plan above have been taken from
Part I of the National Curriculum Framework for
School Education

social change and emerging needs of the society. It has been seen that social developments and educational growth both run concurrently, sometimes education becomes a cause for social growth, and sometimes it becomes an effect of social development. Education, so to say, leads as well as follows social change. Moreover, education has to change itself to meet the new problems of the society on the one hand and fulfil the new needs and aspirations of the people on the other. The role of textbook in such a highly complicated process can really be very difficult to determine. For the sake of clarity it will be desirable that we delimit and define the role.

The textbook can be studied at all levels, primary, secondary and university. However, in this topic, we have delimited our study to the textbook at the school level only, that is primary and secondary stage. Only occasionally reference has been made to books other than these, where the textbooks at these levels were not available.

Again, education can be formal as well as informal.

In this study, we have largely dealt with the formal question only.

~~Further, we have also dealt with the evolution of the textbook in relation to its internal and external role.~~

A further delimitation is in respect of the evolution of textbook in relation to its internal and external role. By its evolution in relation to internal role, we largely mean its progressive use as an aid in the teaching-learning process in the classroom itself and also its role in the achievement of instructional objectives. Moreover, such items as selection of content, organization of content and certain other academic and physical aspects of a textbook are also included under its internal role as they influence the quality of classroom instruction.

While discussing the evolution of the textbook in relation to its external role, we have taken into consideration the social, economic and political factors which influenced the textbook in order that it may influence the outside society, in turn, in one way or the other. It may be emphasized again that the evolution of a textbook is closely related to the evolution of education - its aims, styles etc. The evolution

of education is closely related to the evolving and changing needs and aims of human life and society. Thus the evolution of textbook is closely related to the evolution of human society in all aspects.

Style and Approach of the Study

A visualization of educational system cannot be done apart from the nature of society and the aims of human life. A study of textbook, which is, in fact, an instrument of education, reflects both the nature of society and the goals of human life.

Naturally, we have approached the whole thesis in the light of the above statement. Each period, that is, ancient, medieval and modern, more or less, has been discussed in the light of the followings:

1. Nature of society, aims of life, aims of education.
2. Organisation of education, its content and style.
3. Evolution of the textbook and its role in relation to the nature of society, aims of life and aims of education.
4. Evolution of textbooks in its academic and physical aspects.

The study is a very vast one. Four periods, that is, ancient, medieval, British and post-independence, can in

themselves be independent studies. However, it was decided that the Brahmanic period, the Buddhist period and the Medieval period should not be depth research studies from original sources. The chapters on them are meant merely to provide a clear theoretical background to the theme in the first place and provide a "semblance of completeness" to the study from the earliest times. The real stress has been laid on British period and post-independence period.

There is another thing which needs to be mentioned here. In spite of our best efforts we could not locate any meaningful related studies in this area. We could not find even a single pinpointed chapter on the theme of the evolution of textbook in India in any of the book on History of Indian education. This shows that the topic has been by and large completely ignored in India. The position regarding some other countries in this respect is that considerable material has been written on the theme of evolution of textbook.

Secondly, in spite of our visiting a number of libraries, both in Delhi and outside Delhi, we could not find many textbooks which were used in schools during the 17th, 18th and 19th century. This shows that there has been a lack of consciousness in this regard and people did not preserve old textbooks which could be used for research in future in this area.

Because of the above mentioned two factors, it became difficult to develop a clear cut theme of writing this thesis on the one hand and judge pin-pointedly clear cut evolutionary

stages in the textbook development on the other hand. The study as such does not contain a book by book and year by year study of the evolution of textbook. The main aspects which have been covered while studying the old or classic textbooks, relate to the physical aspects such as printing, binding and title page and also some academic aspects such as content, illustrations and exercises. In view of the above, the study can be entitled "Study of certain aspects of textbook from ancient to modern period".

Some of the other related issues which have been discussed in some detail in this thesis are:

- (a) Examination of textbook.
- (b) Evaluation of textbooks.

On the basis of this study and the various facts on which we focus while conducting it, we suggest that certain smaller studies in the area of textbook evolution can be profitably conducted more intensively by the researchers in the area of History of Indian education. These studies should relate to the evolution of textbook in a single subject area (like History, Geography, Mathematics etc.) and in one state only. Further it should also be for a much smaller period, say, for 25 years only. It may be pointed out that even for this smaller study, a researcher may have to do a lot of work in searching old textbooks which may not be easily available in any library or institution.

Difficulties and Limitations of the Study

The present report deals with vast period. In winter, there are certain limitations in the study. The first limitation is that the report has not been able to take into consideration all the primary sources for the ancient and medieval period which possibly could become available in the country. The reason for this has already been given and it related to both time and space. The study was to be completed in a fixed period of time. The authors were also required to undertake a number of other works for the department simultaneously which generally included participation in conferences, workshops, orientation courses and evaluation of textbooks. This all and all distracted the attention from this work thus affecting its quality.

There was another thing which did not allow us to do full justice to the project. Originally it was planned that the work would be completed by five persons - two readers, one research associate and two Junior Project Fellows. But due to certain reasons, one reader did not contribute his portion of the work, and one Junior Project Fellow could not be appointed. Thus the whole work was taken up and completed by one reader, one research associate and one Junior Project Fellow and that too in addition to the work already at hand above.

Nevertheless, it is felt that the present report is a good record of the past in relation to the development of textbooks. As the study is the first of its kind in the country, it will be found quite useful by the various persons and agencies

dealing with textbooks. It may also provide guidance to certain researchers to take up more intensive study of the evolution of textbook in a single subject over a smaller period in a particular state.

CHAPTER - II

TEXTBOOKS IN VEDIC PERIOD -

CONCEPT OF VEDIC PERIOD

The social and educational system in the ancient vedic period is shrouded in mystery. Not much data from primary sources are available on it. Even the exact dates as to when this period started and when it ended are not known. Different writers have given different dates. However, one broad view is that the early Vedic period was upto 1000 B.C. and the later Vedic period started from 1000 B.C. and ended at 250 B.C.

The early Vedic period saw the origin of Vedas. The Rig Veda was considered to be the central scripture around which the entire system of Vedic culture with education revolved during this period.

In the Vedic period further developments took place on the religio-social and educational scene. The Brahmanas, Upanishads and Sutras saw light in this period. These basically religious books gave the ideas about society, human life and its aims, and education also. Sometimes they gave these ideas directly but very often they gave these ideas by implication which needed to be properly interpreted by the learned people. This later Vedic period has been considered as the best portion of the Vedic period from educational point of view¹

¹ According to Prof. S. R. Gopal, "The Vedic period... was a most important period in the history of India as well as mathematics. It was the age of the Upanishads and the Sutras. It was the age of learning and the age of the Vedas." (Gopal, 1967)

Nature of the Society

If we cast a superficial glance at the ancient social order today, it looks that the society was very primitive, stable and traditional. It appears that a lot of distance which separates us from that period is primarily responsible for such a conclusion. Otherwise a deeper study of the highly philosophical literature of that time shows that the minds of the people in those days were highly developed. They were able to comprehend more subtle and abstract truths about human existence and other matters in comparison to modern mind which generally is concerned in understanding only the gross world. The society could not be primitive in any way.

Whatever may be the situation of the society, it cannot be doubted that the society was highly religious. Apart from the social and economic realities, one reality about this society was that many people pursued the spiritual aim of life. The religious literature available in those days as also the system of education prevalent in that society reflected the stress which was laid on pursuing the spiritual path. Some of the people who were able to pursue the spiritual path to its successful consummation were able to realize God or Brahma. They were initially known as Brāhmana.¹ As this realization gave them the real knowledge, they were bestowed with Divine authority to teach others.

By and by the society became caste stratified. Those

who realised Brahma became Brahmins and pursued the vocation of priesthood and teaching. Others were engaged generally in three types of vocations. The first vocation among these three related to the vocation of defending the country and fighting wars. These people who adopted this vocation came to be known as Kshatriyas. Some other people were engaged in commercial and agricultural professions. They came to be known as Vaishyas. The rest of the people were engaged in some lower kind of vocations, which were meant largely to serve the other three groups of people as mentioned above. They came to be known as Shudras. Thus the society got stratified into four major groups, i.e. Brahmins, Kshatriyas, Vaishyas and Shudras. As time went on this system became more and more rigid. Previously, the caste of the person was known by his actions and achievements but with the passage of time the caste of a person was known by the fact of his birth in a particular caste. This tended to reduce tension and confusion in the social system and provided it with some stability.

It may be pointed out that despite the existence of this caste system, there was nothing like caste conflict in the society. By and large, the caste system came to be accepted as something given by religion and it was emotionally accepted by all. Because of the sanction of the religion behind it, and further, because of the feeling that one is born in a particular caste according to one's karmas in the previous births, the people lived with their castes without any grumbling. They accepted the work and role allotted to their caste with

pleasure and performed it with devotion and dedication.²

In such an organisation of social system, while Brahmins were entitled to the highest education, the Kshatriyas and the Vaishyas generally got that much of education which was necessary for the fulfilment of their social and economic functions. The Shudras, and to a great extent women also, were not generally entitled to any education.

It is not difficult to conclude from the visualisation of such a society that the idea of mass education was not prevalent in those days. There was no caste or class mobility as it takes place in modern times. Moreover, there was no growth of professions in the way in which it takes place in modern times. In the necessity for mass education, or the demand for it, never arose in those times.

Though the caste system had emerged on the social scene, and the social functions differed from caste to caste, yet the aims of human life were the same for everyone. These aims were both practical (worldly and social) on the one hand and

²It appears that the history of the world and society, throughout the ages, has been the history of caste and class cooperation. Conflict has been there but it always played a minor role in comparison to cooperation. The predominant role given to conflict reflects the intense mental conflict of the holders of such views.

For example, if we see the history of any family, we find that there is some conflict among the members of the family even, but there is always more cooperation also. That is the reason why the family life continues. Similar is the case with community and society. If a family or community or society could not continue if some people decide to illustrate others by preaching caste and class conflicts.

spiritual on the other. The four main aims of human life were as follows:-

1. Kam
2. Artha
3. Dharma
4. Moksha

It is well known that the four main aims of human life are arranged in a hierarchy. The first aim is Kam, which is the aim of the physical system and the second aim is Artha, which is the aim of the economic system.

Kam basically means the satisfaction of all the physical desires, especially by the sex intercourse and the production of children. Artha means the pursuit of economic aim of life.

Dharma means the observance of social laws, regulations and procedures so that the society could continue smoothly and without much conflict while fulfilling the Kam or Artha. Moksha means the realization of self or soul.

Now the tendency of human mind has always been to pursue the aim of Kam, and the economic aim or Artha, ruthlessly. It is generally observed that if somebody is pursuing the aim of Kam, he becomes forgetful of other aims and generally violates the social rules and norms. Similarly, if somebody is pursuing the economic aim, he also tends to forget the other aims of life and tries to violate social norms, while pursuing the aim of Kam. Thus, the ancients stressed that each individual should pursue the

aim of Kam and Artha within the limits prescribed by social laws, so that while the individual is able to maintain his life in a balanced way he also does not transgress the laws of the society. Thus the Dharma was observed by the people.

While pursuing these three aims, it was considered incumbent on the people to pursue the spiritual aim of life also. This aim of Moksha was considered to be the highest aim of life.

Education in ancient India was meant to fulfil all these four aims of the individual's life as well as the life of the society. Thus, it can be seen that education was of two kinds. Firstly, it catered to the worldly aims of life, and secondly, it catered to the spiritual aim of life.

Organisation of education

The sources of knowledge about education in ancient India are very but scattered. There is no single treatise or source which explains the entire system of ancient education. One has to collect bits of information from various available sources and put them together to form an idea about the organisation of education as also the curriculum followed in educational institutions. The following are some of the major sources:

1. Agveda: It contains some of the references to education in ancient India which can be described as oldest.
2. Chandogya : It gives an exhaustive list of all that was followed in ancient period. Further, one can find number of references related to curriculum in other Upanishads also.
3. Arthashastra : This work is one of the earliest treatises on the social system and the subjects taught in ancient India.

existed in the same organised way as they exist today. However, it is clear from the Upanayana ceremony that the children must have been getting some education before it.

There are evidences to show that a learned father would teach his children in the family itself. He would initiate them in the alphabets reading, writing and simple mathematics, along with certain religious rites and ceremonies in the family. Quite often it happened that he would collect the children of other persons living in the locality and impart the same education to them also.

Education in Ashramas

Ashramas were the most prevalent and popular institutions for the education of the children in ancient India. These ashramas were generally situated in far off jungles away from human habitation. Although they sometimes imparted elementary education also, yet by and large, they catered to the needs of post elementary education. These ashramas were generally established by highly evolved saints and yogis. They were considered autonomous in every respect.

In accordance with the aims of human life, which were both worldly and spiritual, these ashramas imparted education on both sides. Thus, it can be stated that the curriculum pursued in these ashramas related both to the worldly aspects of life and spiritual aspects of life.

It was not always that every student was admitted

to such ashramas. The in-charge of the ashram had his own criteria to select students for admission into the ashram as the students were to be prepared for a spiritual life. A number of duties were allotted to the students. In fact, as will be obvious from the following duties, it can be stated that the students were given work-experience in the best ways which not only was productive but also inculcated humility in them. Some of the duties of the students in the ashramas were:

1. Fetching fuels.
2. Tending fire.
3. Begging alms.
4. Tending cattle.

Apart from the spiritual practices and the above mentioned duties which a student had to perform after joining an ashram, he had to follow some specific curriculum for his education. The curriculum was generally of three kinds:

1. Literary curriculum
2. Practical and Vocational curriculum
3. Physical and military curriculum

1. Literary Curriculum

Literary curriculum was generally meant for the Brahmins. Other castes were also given this curriculum to the extent the teacher considered it desirable for them.

This literary curriculum largely related to two aspects of life. The first aspect was spiritual and the second aspect related to the field of higher learning in

different branches of arts and sciences.⁵

So far as the spiritual aspect was concerned, the curriculum related to the study of Vedas, Upanishads and certain other religious texts. In fact, during this period education was considered to be a source of spiritual illumination. To achieve this spiritual illumination the student had to practise certain spiritual practices on the one hand and follow theoretical curriculum consisting of the Vedas and Upanishads on the other. In the practical aspects of the spiritual path, they were guided by the Guru in the ashram.

During this time, the Guru often recognised six subjects which were considered to be essential for understanding the Vedas. The subjects were phonetics (related to accent and pronunciation), metrics (chhandas), grammar (vyakarana), etymology, astronomy (Jyotisha), and religious ceremonies. These six subjects were called Vedangas (angas).

Apart from these six subjects, music was also given

⁵Dr. Veda Mitra details the learning inputs age-wise in his book Education in Ancient India (New Delhi: Arya Book Depot, (1954) as follows:

It will be interesting to note how the studies were conducted in ancient India. At the primary stage, boys learnt alphabets at the age of 6 years, elementary grammar and Vedic composition at 8, sutras of Panini at 10, books on three Shikhas including details of grammar and composition at 12, "Laws of the universe and regulations of life and man" including elementary sciences, history and geography at 14, composition in verse and prose at 16, for four years logic, mathematics, Veda, Vedangas at 20, specialisation in one of the professional vidyas like medicine etc., at 22 for two years for higher studies. (vide "University of Ancient India" by Dr. Santalal, 1964)

special importance in the literary studies. It may be pointed out that on the basis of experiences, the ancients had found that the source of all the music lay within individuals. Teaching music meant that the students would be able to follow the practice of singing hymns and bhajans more proficiently and efficiently which could help them in the spiritual realization.

2. Practical and Vocational Curriculum :

It has already been mentioned in the foregoing pages that the pupils belonging to each caste got as much of education as was necessary for performing their socio-economic functions in the society. While the Brahmins got the highest education as mentioned above, the Kshatriyas and Vaishyas got in these ashrams that kind of education which they needed for performing their social and economic duties. A number of subjects were taught to them. The more important among them were logic, ethics, arithmetic, astronomy etc. By the end of the later vedic period, a clear distinction came to be drawn between the sciences and the arts. The sciences included grammar, phonetics, economics, arithmetic, astronomy, physiology and medicine. The arts included singing, music, sculpture, weaving etc.⁶

⁶ Since the period was very long and the source of information scattered, different authors tend to give the list of subject taught in the ashrams in a different way. For a more detailed discussion on it, see Kulkarni, B. V. Indian Education & Later Vedic Education (Bombay: Bharatiya Vidya Prakashan 1960) pp. 94-114

3. Physical and Military Education

The third aspect of curriculum in these ashrams related to the physical and military aspects of life. The Kshatriyas were given instructions in military science. They also got practical training in the use of various weapons and also charging these weapons with more power through the use of various mantras.⁷

Textbooks and Methods of Teaching

There are certain writers who are not clear about "the age of the art of writing in India." They find no evidence of

⁷ Some of the ideas depicted here have been taken from Mulhern, James, A History of Education (New York: the Ronald Press Company, 1947), pp. 108-110.

It may also be pointed out that the curriculum which has been given here was not necessarily the curriculum everywhere and throughout the Brahmanic period. Two things must be appreciated in this regard. Firstly, the Ashrams were by and large autonomous. Thus no uniformity prevailed in these ashrams in terms of syllabuses or curriculum. The experiences of the individual seers and saints, and their own personalities generally decided about the syllabus and the curriculum in such ashrams. As these experiences and personalities were not identical in all cases, so the syllabuses and curriculum differed in most of the ashrams.

Secondly, the Brahmanic period was spread over a thousand years or so. It can be surmised that during this whole period social change must have taken place and the needs and aspirations of the people must have changed. This social change, it can be expected, must have been reflected in the syllabuses and curriculum.

The curriculum given in this chapter as such should be taken as only broadly representative of the curriculum prevalent in the total Brahmanic period.

any written material in the early Vedic or later Vedic period. For example, Winternitz writes:

"However, since when writing has also been used in India for the recording of literary production is a much debated question, which is hard to answer. Certain proofs of the existence of manuscripts, or even only authentic reports on the writing down of texts do not exist from older times. In the whole of the vedic literature it has not up till now been possible to find any proof of the knowledge of writing. Wherever the preservation of the teaching of the master and of the sacred texts is spoken of, there is nowhere a mention of writing and reading, but always only of hearing and memorizing.

Therefore, the fact that in the older literary works there is no mention of manuscripts, is not absolutely a proof of the non-existence of the letters. But they are not mentioned only for the reason that the writing and reading of them was of no importance, all teaching and learning being done by word of mouth".⁸

It is further stated that the oldest writing about which some evidence is available, was done on palm - leaves or stripes of birch bark.⁹

This situation has been accepted by most of the other authors also. For example, Rawat writes in his book:

"During the Vedic age, entire teaching was done orally since the art of writing had not evolved upto that time. The pupils were caused to learn vedic Mantras by rote. It is interesting to note that even after the evolution of art of writing, the superstition persisted that to record the vedas was nothing short of sinfulness. In the absence of printing

⁸ See Winternitz, "Indian Literature" (Calcutta : University of Calcutta, 1924) p. 21-7.

⁹ ib id p. 33.

press and paper, books were written with the hand on the leaves of the Tala or Bhajas, hence they were difficult to be available for the masses. In course of time, the copper plates began to be used for the purpose. Under the circumstances it was not possible that students might be educated with the help of the books. This explains the fact that the ancient preceptors caused their pupils to memorise the vedic hymns orally and it was thus that the vast treasure of knowledge was transferred from generation to generation successively.¹⁰

Taking an overall view of the system of education prevalent and the subjects taught, it can be stated that during this ancient period, while the concept of curriculum and syllabus did exist, the textbook did not exist as it exists today. One reason was that there was no paper and no printing presses and textbooks on large scale could not be printed. The saints and gurus of the ashrams experienced some aspects of inner life through tapas and yoga and experimented with some aspects of external life and wrote treatises on the basis of their findings. They constituted the books.¹¹

10

Harvard V.L. 1336-1337, 1338, 1339, 1340, 1341, 1342, 1343, 1344, 1345, 1346, 1347, 1348, 1349, 1350, 1351, 1352, 1353, 1354, 1355, 1356, 1357, 1358, 1359, 1360, 1361, 1362, 1363, 1364, 1365, 1366, 1367, 1368, 1369, 1370, 1371, 1372, 1373, 1374, 1375, 1376, 1377, 1378, 1379, 1380, 1381, 1382, 1383, 1384, 1385, 1386, 1387, 1388, 1389, 1390, 1391, 1392, 1393, 1394, 1395, 1396, 1397, 1398, 1399, 1400, 1401, 1402, 1403, 1404, 1405, 1406, 1407, 1408, 1409, 1410, 1411, 1412, 1413, 1414, 1415, 1416, 1417, 1418, 1419, 1420, 1421, 1422, 1423, 1424, 1425, 1426, 1427, 1428, 1429, 1430, 1431, 1432, 1433, 1434, 1435, 1436, 1437, 1438, 1439, 1440, 1441, 1442, 1443, 1444, 1445, 1446, 1447, 1448, 1449, 1450, 1451, 1452, 1453, 1454, 1455, 1456, 1457, 1458, 1459, 1460, 1461, 1462, 1463, 1464, 1465, 1466, 1467, 1468, 1469, 1470, 1471, 1472, 1473, 1474, 1475, 1476, 1477, 1478, 1479, 1480, 1481, 1482, 1483, 1484, 1485, 1486, 1487, 1488, 1489, 1490, 1491, 1492, 1493, 1494, 1495, 1496, 1497, 1498, 1499, 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3326, 3327, 3328, 3329, 3330, 3331, 333

Despite our best efforts, we could not lay our hands on any original manuscript from Brahmanic period which was used as a book of instructions in ancient India at the secondary level. Such a manuscript, we felt, could really give us an idea about some principles and procedures which were followed by the ancient people in the preparation and production of textbooks. Because of this we could also not see the title page, the content page, the printing style etc., of an ancient textbook. We also could not have any proper idea about the selection of content, organisation of content, exercises, illustrations etc., used in the books in ancient India. This situation debar us from passing any direct judgment about the exact nature of textbook in ancient India.

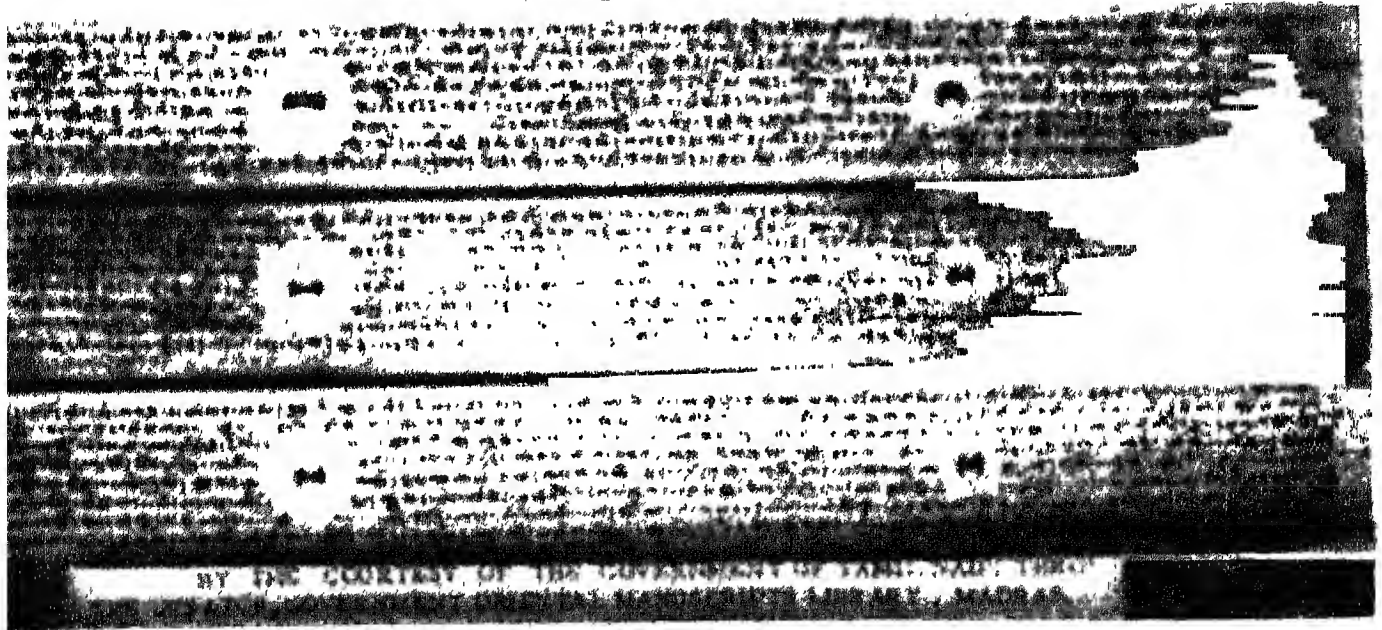
Nevertheless we consulted a number of books in manuscript form written on various materials just as Tamra Patra, Palm leaf, Barks of the bhuria tree etc., which, it is presumed, were being used as textbooks in ancient India at one time or the other¹². It was learnt that some of these manuscripts resembled those which were very old and original. It was further stated that whenever an old manuscript was about to get perished, an almost similar

¹² For a detailed note on this, please see appendix-I. This also contains the photographs of some pages of manuscripts written in certain scripts on various materials such as Tamra Patra, Palm leaf, bark of the bhuria tree and bamboo etc.

manuscript was prepared for reserving it for next generation.¹³

while we are producing some of these writings in appendix-I, we are producing below a photo-copy^(I) of three pages of the book *Aligveda Padapatha*¹⁴ which possibly was used for teaching the students in ancient India.

(I)



Specimen of three handwritten palm leaves from a book

In fact, due to this above mentioned situation, the education was teacher dominated and the teacher made his pupils learn the subject by rote memory. The teachers themselves had verbal knowledge of the subjects and seldom

¹³ These facts were stated to us by the Pandits of the Government Oriental Manuscripts Library, Madras-5, where we saw these manuscripts.

¹⁴ The Padapatha is a particular mode of reciting the *Aligveda* portion, in which words are uttered separately and without the euphonic changes in the form and the emphasis of the words. The words are accented in this manuscript. A sage named Satya is said to have been the author of Padapatha of *Aligveda*.

depended on frequent consultation of books. Thus, the method of teaching which was followed generally in the ashrams was verbal.

There are references in certain Upanishads about the various techniques of learning the knowledge given by the Guru in the ashram. In Brihadaranyake Upanishad, it is mentioned that the students used to learn through the following three methods:

1. Sarvana
2. Manana
3. Nischayana.

These three methods meant that the students used to listen to Guru very attentively and then used to think over it in their silence. It was only after doing this thinking, that they were able to absorb this knowledge in themselves through yoga and samadhi.

Apart from the above processes of learning, there were a number of other methods which a Guru used to teach his students. The most important methods were as follows:

1. Prasanga (question)

The students used to ask questions from the teacher and the teacher used to explain the answer to the students.

2. Anuprasanga (asking question after the instruction)

After the teacher had delivered a lecture or given some instructions on some subject, he used to ask his students

to put questions to him on those instructions. Through these questions, the students used to get further insight and clarification about some of their doubts.

3. Vyakhya

This was another method which a teacher often used in the class. It meant that the teacher explained the meaning of some intricate instruction or mantras by further narration of facts and co-relating them with the mantras.

4. Prasthanata (Analogy)

The Guru often used this technique to illumine certain difficult points in their instructions.

5. Abhyasaika (teaching through parables and allegories)

The teacher used very small stories to illustrate very difficult points to the students.

Apart from the above major methods the teacher used some other techniques also to teach the students.

Principles of writing and criteria for their evaluation

It has been seen that initially there were no books in the Vedic period meant for students. It is doubtful if the art of writing was even well-developed in those days. It was in the mid Vedic period that certain literature was developed. While it can be said that the writers of this literature must be following certain principles for writing these books, there are no direct evidences to show these principles. In fact,

there is no source where these principles have been mentioned clearly.

It was during the end of the vedic period that certain such principles could be located in the writing of certain authors. From a study of some literature during the times of Manu and Kautilya, the following principles have been culled out. It is presumed that the same or similar principles were being used during the entire ancient period for writing textbooks.

The principles were:

1. Objectives of the book: The author was supposed to bear in mind the objectives while writing a book.
2. Correctness of the content: It was incumbent on the writer to use correct textual content while writing a book.
3. Completeness of the content: It was supposed that the author will give complete content in his book.
4. Relevance of the content: This means that only that content will be given in the book which was relevant to the theme of the book.
5. Presentation of the content: Great stress was laid in those days on the presentation of the content. It included the division of content into proper sections and sub-sections and also for their proper arrangement.

6. Style of writing: At the ancient times, the writer of the book was supposed to have a well-developed style of writing. This style included a vivid expression, lucidity, sweetness and dignity.

Although there are no such criteria which could be used for evaluating the textbooks in ancient period, yet the above mentioned principles of writing, could well be used as criteria for evaluating the books in those days.¹⁵

During the later Maurya and Gupta period, merit alone led to the selection of a textbook. The author seldom got any monetary benefit out of his work. Fame and reputation alone constituted his earning. A litterateur writes:

* It should however be noted that no pecuniary gain was likely to accrue to an author by his book being prescribed in several institutions, for there was no press and copyright in ancient India. The adoption of a work as a textbook in the schools of a province however increased the reputation of its author.¹⁶

Role of the Textbook in General Education

As we have seen the books available in ancient India were

¹⁵ The principles and criteria are called out from
Mauvilitara Achyuthan,
and Kuvilila (Trivendrar

¹⁶ quoted from Altkar, p. 2.
(Varanasi: Hindu University Press.)

not many. Whatever books were available they were not printed books. They were generally hand-written works. The textbooks in the modern sense did not exist at all.

What role did these books play in education in the context of changing society? From a study of the literature on Ancient India, it appears that the books generally played the following three major roles:

(i) Conservation Role

The first role which these books played related to the conservation of knowledge accruing from the experiences and findings of great people in different branches of learning. It so happened that some of the people pursued a particular branch of knowledge either in the external world or in the internal world of their own beings and reached certain illuminations and conclusions. They wrote these experiences and conclusions in the form of treatises, thus conserving the knowledge for posterity.

(ii) Transmission Role

The second role which these books played in the Ancient India was related to transmission of knowledge to the succeeding generations. It may be pointed out that each person was not able to reexperience the whole of the things which some people experienced. So the knowledge was gathered by these people not through direct experimentation and experiencing but through these written treatises. Thus, these books were performing a transmission role for the young generations.

(iii) Stabilising Role in Relation to Society

These books contained knowledge not about the changing society only but also about the laws, procedures and rules which were to be followed in dealing with this changing society. These books provided what can be described as an insight into laws on the one hand and the dharma on the other. This knowledge helped the people in controlling their behaviour within a provided set of rules and regulations. This helped in the stability of the society.

What do we mean when we say that the books were stabilising the society? Human mind has a downward falling tendency. It often intends to cross and break the boundaries and barriers which are placed on it by the society in order that the society runs smoothly and in a stable way. These barriers and boundaries have to be firmly laid and the human mind chastened and controlled so that the society remains stable.

The rules and regulations of conduct and behaviour of the individuals and groups which lay down restraints, boundaries and barriers for the smooth running of the society collectively are known as dharma. There are three main principles of such dharma. They are:

(i) Do unto others as you wish to be done by them. It means that one should not give pain to others through thought, word or deed.

(ii) The second principle is that one should not follow the lustful path of sinful pleasure too much and unchecked. This path relates both to sex life and money life. It should be followed within strict limits keeping in view the first

principle on the one hand and the interests of the society on the other hand.

(iii) One should try to distinguish the nature of reality and non-reality, truth and non-truth. One should not blind himself too much with prakriti, that is the changeable and transitory reality. One should, on the other hand, try to communicate with the eternal, permanent and indestructible reality, that is, Sat.

Vedas, Upanishads and other books in ancient India provided the part of theory. So they played a big role in establishing the society.

From the above, four things are obvious which can be stated as conclusions. Firstly, the theories of curriculum as they exist today were already in and large in ancient India. However, the concept of curriculum and syllabus did exist in a rather vague form. The curriculum basically served the religious interests. The various subjects of study had their origin in religious ideas. Secondly, during the ancient period, the teacher used to dominate the whole system of education and did not use books as an instrument of teaching. The teacher was a walking library and could give all information verbally. Perhaps it was a compulsion on his part to teach through verbal methods as the printing press was not available and thus the textbook could not be printed. Thirdly,

due to the same reason the students never got any book as a personal property for using it at their own. They had to memorise most of the things by rote. Fourthly, as the textbook was not available there was no question to evaluate them and improve them, as it is done today. So it can be stated in general that the concept of the textbook as it exists today is a very recent one, by and large, missing in the ancient period.

CHAPTER -III

EVOLUTION OF TEXTBOOKS IN HINDUIST PERIOD

We have already seen in Chapter II the nature of ancient Indian society, the life of human life during those days and the organization of education. We saw that education was generally given in families, temple-schools and ashrams. We further noted that the society was caste oriented and education was generally the privilege of the upper caste people. The shudras, and to a great extent even the women, were not entitled to any formal education. There was no concept of mass education and the Government of the time did not interfere much in the day to day running of the educational institutions or their organization.

Modern type of paper and printing did not exist in those days. The books were generally hand written and were not available to the students for personal use as they are available these days. The instructions were given verbally by the teachers and the students generally depended ^{on} rote memory for learning their lessons.

However, there was some change in the society as it progressed from early Vedic period to later Vedic period and from later Vedic period to Buddhist period. The Buddhist period started around 600 B.C. Buddhism created a revolt against some of the ideas and practices of the Vedic period.

This was partly the result of the life of Buddha himself, and partly the result of the content and style of his preachings. Since Buddha himself followed the ancient spiritual path of self-realisation, the spiritual and religious undertone continued in the society but there was some definite advancement in the ideas on caste and social equality.

Ideas of Lord Buddha and Advance in Social Thinking

The change in the ideas about caste and social equality and their quick acceptance by the people also represented an emotional reaction to the old caste system. The teachings of Buddhism only gave a wide acceptance to the idea of equality. In his very first sermon at Sarnath, he said, "... Buddha looks equally with a kind heart on all living beings, and they, therefore, call him Father ...". His compassion for all human beings, nay, all creatures was boundless. He said, "All beings long for happiness; therefore extend thy compassion to all". In such kind of teachings, there was no place for hatred between man and man, or for the idea of "low" and "high". Further, Buddhist ideas revolved around the well-known eight-fold-path. This path was as follows:-

1. Right understanding (free from superstition and delusion).
2. Right thought
3. Right speech (kind and truthful)
4. Right action (honest and pure)
5. Right livelihood
6. Right effort (related to self-training and self-control)

7. Right mindfulness (the active and vigilant witnessing of the mind)
8. Right concentration (deep meditation on the realities of life).

Apart from this eight-fold-path, there were certain precepts of Buddha against killing, stealing, telling lies, speaking harshly, committing adultery, showing hatred, idle talking and the like. Moreover, there were certain acts which were praised by Buddha as acts of merit. They included:

1. Observing the precepts of morality.
2. Cultivating and developing good thoughts.
3. Rendering service to the needy.
4. Honouring and nursing parents and the elders.
5. Giving charity.
6. Preaching the dharma (doctrine) etc.

The teachings of Buddha could not take the form of books immediately as there were not sufficient facilities to do it. In fact, during his life time no books came out containing his teachings. The disciples of Buddha remembered his teachings through repetition and rehearsing what he said. Then for a long time his teachings were handed down to coming generations through the oral method. It was after many years that the teachings were translated into books and texts. These books were grouped in three sections, and later on, were called as Tripitaka. The three sections represented three traditions of handing down the teaching of Buddha. The word Tripitaka

refers to the three traditions of handing down knowledge and three systematic collection of literature containing Buddha's teachings.

These three diversified collection of books were:

1. The Vinaya - Pitaka: This refers to the book of discipline meant for the monks and sadhakas in the Buddhist - Sangha.¹
2. The Sutra - Pitaka : This contains the day-to-day discourses of Buddha delivered before the followers.
3. The Abhidharma - Pitaka: This contains the higher thoughts of Buddha concerning spirituality, philosophy, psychology and ethics.²

It may be seen that these teachings of Buddha provided the central theme to Dharma i.e. social laws, rules and procedures. They helped in transcending the caste barriers and establishing social equality.

The social change as discussed above might give an idea that there was a big shift in the aims of human life

¹For a clear and detailed understanding of Vinaya - Texts, please refer to T.W. Rhys Davids and Hermann Oldenberg, Vinaya Texts, Part I, (Delhi: Motilal Banarsidass, 1963).

²For further details refer to (i) Warder, A.K. Indian Buddhism (Delhi: Motilal Banarsidass, 1970), pages 3-17. The author says that with the passage of time, there were many Tripitakas due to division among the followers of Buddha. Each group brought out its own Tripitaka.

(ii) Bapat, P.V. (Ed.), 2500 Years of Buddhism (Delhi: the Publication Division, Ministry of Culture and Broadcasting, Government of India, 1959) specially pages 138-173.

as compared to the aims of human life in the Brahmanic period and perhaps worldly and temporal aims got precedence over spiritual and religious aims of life. However, this was not so. As in the Brahmanic period, the aims of human life remained the same i.e. religious and spiritual. In fact, Buddha himself was a God realised person and his teachings could not possibly prescribe any other aim of human life than the one of God realization or what was generally stated to be nirvana.³ The social change which his ideas and teachings brought about was meant to make the social environment more conducive to the realization of spiritual life.

It is obvious from the foregoing description that the spiritual aim of life represented the central theme of Buddhist education. But this should not be taken to mean that other practical and technical subjects which related to day-to-day aspects of life did not form the part of curriculum. The development of literature, agriculture, commerce, physical sciences etc., during the Maurya and Gupta period shows that considerable stress was laid on other secular subjects also during the Buddhist period.

Social Change and Education

The social change brought about by the ideas and teachings

3

Buddha ordained that every disciple must be properly trained in Vinaya, the dhamma, and he should have a spiritual preceptor (Guru) - the three pre-requisites of spiritual path. This stresses the spiritual aim of life. See Joshi, Lalmani, Studies in Buddhist Culture of India (Delhi: Motilal Banarsidass, 1987) p.158

of Buddha affected education in three ways:

1. Firstly, to teach the dhamma (doctrine), a particular kind of organisation developed in that period. This consisted of monks as teachers and monasteries and viharas as places of teaching. In the later days the organisation of formal education was considerably influenced by both.
2. Secondly, as ideas of Buddha created a revolt against the caste system of Brahmanic period, so they affected the domination of Brahmins in the field of education. This means that while in the Brahmanic period, the higher education was the right of the Brahmins only, now its gates were opened to all castes.
3. The third change related to the education of the masses. In the Brahmanic period the shudras and most of the women were denied the right to education. The ideas of Buddhism created an atmosphere in which the shudras and the women were also given facilities for education. This was a big change in the approach to the transmission of cultural education. All these changes influenced the style and content of curriculum in the Buddhist period.

Organisation of Education

It may be stated that education was closely related

to religion, not only in its aims, contents and objectives but also in its organisation. The followers of Buddha were generally known as Monks (bhikkhus). They lived in what came to be known as monasteries and viharas. They preached Buddhism from these places. This preaching slowly and steadily became the major source of formal education.⁴ Thus, the monasteries and the teachings in these monasteries provided the basis for education and its organisation in the Buddhist period.

Much of the information about education and its organisation in this period is contained in such sources as the Jatakas, Milinda Panha, and the accounts of famous Chinese travellers such as Fa-Hien, who was in India between A.D. 399 and 424, Hsuen-Tsang who was in India between A.D. 629 and 645 and I-Tsing, who was in India between A.D. 673 and 687. Their main aim to visit India was to study Sanskrit and Pali books.⁵

According to these writers, education in the Buddhist period was categorized into the following two sections:

1. Elementary education
2. Higher education

⁴ To quote Joshi, Lalmani op.cit p.125 - "It is in the Monkish training of newly ordained disciple that the actual beginnings of the Buddhist type of education are to be seen. When Buddha ordained Anatakondanna (who was thus the first Buddhist monk after Mahatma) at Isipattana, he said 'come Brother, well taught is the Dhamma. In this way began the Sangha, Monastic order, starting as a union of the teacher and his pupils. Every novice had to pass first five years under a teacher's care, the teacher was usually a sthavira, the system was called Nissaya, i.e. dependence on a preceptor."

⁵ Information taken from Keay, P.B.en. all pp.90-93

Elementary Education

There were numerous subjects which were taught at the elementary level in different years. Different sources of data give different subjects. This was perhaps due to the fact that there was no uniform system of education and very often, as in the ancient period, individual teachers enjoyed autonomy and freedom to teach what they liked. However, the following subjects formed the common denominator at the elementary level :-

1. Three R's, reading, writing and arithmetic.
2. Principles of Buddhism.
3. Prose and Poetry.
4. Grammar (generally alphabets, vowels, sandhis or rules of combination, anusa etc.)
5. Health, hygiene and medicine (chikitsa vidya).

Apart from the above mentioned subjects, reference is also found about such subjects as art and craft and logic which were also taught in elementary schools.

Higher Education

The monasteries generally acted as institutions of higher learning also. Some of the famous universities also came up later on. From the various sources, it is found that the following subjects were taught in them:-

1. Buddhist Philosophy

2. Vinaya Literature
3. Yoga
4. Tarka - sastra (logic)
5. Jurisprudence (Nyaya - sastra).
6. Astrology
7. Polity and administration

Many of the subjects taught in the Brahmanic period were also taught during the Buddhist period. However, it was not always that all the subjects were taught by all the institutions of higher learning. It appears that different institutions specialized in at least some different branches of learning according to requirements, talents and aptitudes of the students.

Hsuen-Tsang has mentioned about the Nalanda University. According to him, not only Buddhist philosophy was taught but many subjects of the Brahmanic period were also taught there. There was scope for specialization in different branches of learning.

^K Art of Writing and Books

During this period also the printing press had not come into existence. The treatises and books were written by hand. A reference to the methods of writing and the material on which the writing was done has already been made in Chapter II. As such, it can be seen that books

were not made available to each and every student, as it is done to day. Very often even the monk or the teacher did not have any textbook. " ... this is inferable from the non-mention of any written document or textbooks among the belongings of a monk listed in the canon."⁶ Most of the books were kept in the libraries for the reference of the students. One can find evidences from the Jatakas to show that book-writing had considerably advanced during the Buddhist period. R.K. Meekerjee gives some description of it while dealing with the 'use of writing in education' as given in the Jatakas. He writes,

" In this passage, the reference to drowsiness preventing the students from understanding (lit. "seeing", passanti) the subjects already learnt may be taken to indicate the use of books for their studies. The Jatakas frequently use the expression sippain vacheti, i.e. getting the sciences read"). More definite is the following reference to the existence of written books at the time : ' the Bodhisatta ... caused a book of judgements to be written and said, ' By observing this book ye should settle suits' (iii.292).

We have again references to the various and widespread uses of writing in the Jatakas to the writing of

⁶ Joshi, Lalmani op.cit p.136

of epistles (i.377 mentioning a correspondent), ii.95, 174 (sealing a letter), iv, 145 (contents of a message given), vi.370,385,403), to the forging of letters (i.451, iv, 124), to inscription on gold plate (ii, 36,372, 376,iv,7,257,335,488, 59,67,125,vi,29), to inscription over a hermitage (vi,520,iv, 489 inscription in letters of vermillion upon a wall), to letters of the alphabet engraved on gold necklets (vi, 408), to the scratching of a message on an arrow (ii,90), to writing on a leaf (ii, 174, iv,55,vi,369,400) (writing on a leaf fastened on an arrow).

Lastly, there is another passage (i.451), which indicates how the art of writing was being regularly taught to the young in the elementary or primary schools...⁷

About the availability of hand-written manuscripts, we find that even in the 3th century, manuscripts of sacred texts could be found in the Mahayana monastery of Patilimutra. So far as the teaching in the classroom was concerned, the teacher generally followed the oral method of teaching. There was a lot of stress on the memorisation of text.

Preparation of Books

We have seen in the chapter on the Brahmanic period that certain principles and procedures of writing books had evolved while the period was coming to an end.⁸

⁷ Quoted in Mukherjee, R.A., Ancient Indian Education (Delhi: Motilal Banarsidass 1960), p.485-86.

⁸ See Chapter II, p.27.

It can be surmised that these principles remained in vogue, more or less, during the Buddhist period also.

After a study of some Buddhist literature, one is not in a position to say as to what further principles and procedures were used by an author of the textbook in preparing a textbook. However, there are certain indirect evidences to show that considerable foresight and good techniques were used in preparing a textbook which were a definite addition to the principles already followed in the later Vedic period. For example, the famous physician Charak, while discussing the value of books on his own subject of medicine, prescribes certain rules and procedures which an author was supposed to follow while writing a good textbook or a treatise.

Some of the rules were as follows:

1. That has been honoured by renowned and wise men;
2. that is suited to the understanding of three kinds of pupils;
3. That is free from tautology and verbosity;
4. that is well compiled and rich in aphoristic wisdom, giving commentaries and abstracts in due order;
5. that treats of the subject concerned without deviating from it;
6. that is free from slang and provincialism;
7. that contains no obsolete or unfamiliar and unexplained terms;

8. that is couched in words of general comprehension; and
9. that contains abundant examples.⁹

From the study of various sources, it could not be found if there were any procedures and tools of evaluating the textbooks in order to improve them further. In all probability, there existed none. The above mentioned principles and criteria could well be utilized for the evaluation of textbooks.

Certain Important Textbooks

No original textbook which was used at the school stage could become available. So no idea can be given about the various physical and academic aspects of the book. However, reference to various books was found which is quite important. The Chinese traveller I-Tsing makes a mention of some such books at elementary stage.

"The first book of reading is called Siddhirsutu, which gives 49 letters of the alphabet and 10,000 syllables arranged in 370 slokas. This Primer is finished in six months (pp.170-21)."

The second book of reading is the sutra of Panini, containing 1,000 slokas which the children begin to learn

⁹ Principles of Sanskrit Teaching, by Dr. B. K. Chakravarti, Director of Sanskrit Education, Government of India, New Delhi, 1964, p. 47.

when they are eight years old and can repeat in eight months time, (p.172). Next follows the book on Dhatu and that on the three Khilas which the boys would begin when they are ten years old and master after three years' diligent study (p.173). The book to be read next is the famous Kasikavritti, "the best" of all the commentaries on Panini's sutras, comprising 18,000 slokas, and composed by the learned Jayaditya, a man of great ability with very striking literary power, who died nearly thirty years before I-Tsing's notice of him in his account (i.e. A.D. 661-2). Boys of fifteen years begin to study this commentary and understand it after years."¹⁰

Among the other favourite texts studied during this period, we have reports of Mahayana sutras in general. Āśa-hula-mitra studied the Ratnakutasūtra daily. I-Tsing's teacher, Hui-hai is said to have studied the Saddharma-Pundarika daily for more than 60 years, so that the perusal amounted to twenty thousand times. (I-Tsing, pp.14-15, 64,205). King Rajabhata of Kanatata used to read hundred thousand slokas of Mahaprajna - Para-mita-sutra every day. (Hist.Bengal 1, p.414) Rana makes a casual

reference to popularity of the Abhi-dharma-Kosa of Vasubandhu in the Forest Academy of Divakaramitra, where even parrots recited its Karikas (Marsacarita, B.A. VIII, V.S. Agrawala, H.C. Eka Adhyayana, pp.122,237).¹¹

Other Important Literature

The Buddhist period, apart from the books which have been mentioned above, also had other literature which could be read by scholars and students. This literature did not come under the title of textbooks or books strictly meant for students. But it was definitely helpful to those monks who were acting as teachers in monasteries and at other places.

The Tripitaka - the sacred Buddhist literature in three systematic collections, - has already been mentioned while dealing with the teaching of Lord Buddha. Apart from this, there was other kinds of literature which was highly valued in those days. This literature saw the light of the day much after the demise of Lord Buddha.

In addition to such literature as Milinda - Panha, the Methi - Pakarana and Buddhadatta's manuals on Vinaya and Abhidharma, there came up such literature as Itakam. They represented versatile commentaries on the Tripitaka texts in Pali. Indian monks in later years depended heavily

on such commentaries to preach Buddhism.

Another aspect of Buddhist literature related to the life history of Buddha. His renunciation of vast empire and a beautiful wife with a son, his intense search for the right spiritual path, his great sufferings in search of a Guru or spiritual perceptor, his great penance, his intense meditation under Banyan tree, and then his realization and consequent preaching provided a highly attractive theme to the later followers of Buddha to write about him. This provided with an inspiring reading to students of various stages in those days. The five such biographies which have been often referred to in this context are:

- (i) The Mahavastu of the Mahasanghikas (Lokottarvadias)
- (ii) The Lalitavistara of the sarvastivadias in mixed Sanskrit
- (iii) The Buddhacarita composed by Asvaghosa
- (iv) The Nidanakatha in Pali
- (v) The Abhiniskramanasutra of the Theravadin.¹²

apart from this, there was a lot of other literature also. We need not go into it as it did not help the students or monks much in their educational purpose.

¹² Taken from Sapat P.V., 22 ed., p.143

Role of Textbook in Changing Society

It has already been observed that great change was coming in the society during the Buddhist period. It may be mentioned that due to the vagaries of mind which has a tendency to slip down the stream, dharma tended to get diluted. This was happening at a large scale during the decline of the Vedic period. The dictates of caste were being used by the people according to their personal whims, interests and prejudices with impunity. This was leading to a degeneration in social norms, behaviour and conduct. Men like Buddha came to restore dharma. Their teachings and preachings have wide impact both on the life of the individual and the society.

This role during the Buddhist period was being performed by numerous books which became available in those days. They taught the teachers and the students about discipline, conduct and rules of behaviour to be followed. For example, the Vinaya texts provided a lot of instructions in this respect. The teachers and students in return were trying to reform and stabilise the society according to these teachings. Thus, the books were playing a major role in this direction.

Social Equality

The second role which was being performed by these textbooks related to social equality. It may be pointed out that during the later years of Brahmanic period, the caste system had degenerated considerably. There was a time when the role and functions of an individual in the society

generally determined his caste. But now the caste was determined on the basis of the birth of individual in a particular caste. This led to a lot of heart burning and grumbling in the society. A man with low karmas but born in a Brahman family was considered to be a Brahman and hence high in the society. On the other hand a low caste person with good karmas was considered low in the society because he was born in a low caste. The caste system had degenerated so much that the boons and benefits like education available in the society were generally distributed among the people of the high castes. The lower castes were denied these advantages.

The Buddhist philosophy provided equal affection and love to all beings. The discrimination on the basis of caste was being ignored. Even the people of the lowest caste were eligible to join the sangha of Buddha and get education according to their capabilities and talents.

This social equality was preached by Buddha himself. But after the Mahaparinirvana of Buddha, this role concerning social equality was more effectively performed by the books which were written during this period. The content and tone of these books, it may be mentioned, was in marked contrast to the content of earlier books. They incorporated

the new ideas which were being generated by the ever-going social change.¹³

¹³ The Chapter on Buddhist period has been deliberately kept short for the two reasons. Firstly, certain educational ideas of the ancient vedic period and Buddhist period overlapped one another. Secondly, from the point of view of evolution of textbook there were no revolutionary developments which could be reported.

CHAPTER IV

EVOLUTION AND ROLE OF TEXTBOOK IN THE MEDIEVAL PERIOD

While talking about the Brahmanic and the Buddhist period, or the medieval period for that matter, it will be wrong to assume that these periods abruptly started with some definite date and year reflecting some kind of complete break with the past. In fact, in the history of society no period starts like this. It generally represents a continuation of the past with added emphasis on certain new events in the various social fields. Similarly, the medieval period in India did not start all of a sudden.

It was around tenth century A.D. that India attracted the attention of the Muslims. It attracted the attention of the Muslims not because of any idea of establishment of political domination in India but largely because of the enormous wealth which India possessed at that time. The first attack began in 1000 A.D. by Mahmud Ghazni. Again between 1010 and 1025 A.D. Mahmud Ghazni attacked India. But this was only to plunder the gold and jewellery of Indian temples. In the late twelfth century Mohammad Ghori attacked India for expanding his kingdom in Afghanistan. So this time he left the control of the captured territory in the hands of

his general Kutb-u-din Aibak and thus started slowly and steadily what is known as medieval period.*

The political domination of the Muslims and the spread of their influence in India was a slow process. The process continued over the years without affecting the socio-economic or educational life of the country to any appreciable degree.

It was after almost two centuries, that is, in the 13th century, that the real Muslim influence on the various aspects of social life of India began to appear. The Muslims started having more and more territory under their domination. They started changing some of the social and political institutions. The effect of Muslim religion also started spreading in India.

This influence kept on increasing till the 16th century when it started waning again.

The Muslim influence was noticeable in the following four main aspects:

1. They captured a large part of India and ruled it. Some changes were introduced in the economic and administrative structure.
2. They converted a large population of Hindus into Muslims. Thus a sizeable number of Muslims emerged in India who belonged to the soil.
3. They constructed many religious buildings in India of their own and also demolished or converted some of

* There are differences among historians as to when this Medieval period actually started.

the Hindu religious buildings into Muslim religious buildings.

4. They established their own system of education right from the primary to university level in which they disseminated Islamic culture and religion along with the knowledge of certain other secular subjects.

Overall view of education

The primary sources for constructing the educational scene during the medieval period mainly consist of (i) the various madrasahs which still exist, (ii) the histories written in the courts of kings, (iii) the description left by poets and writers, (iv) certain actual manuscripts and books used in those days in the educational institutions.¹

On the basis of these sources, different writers have given the description of educational organization, curriculum, subjects and other aspects of education during medieval period in different ways. For example, Maulana Abul Hasan Ali Nadwi has written a good book in Urdu dealing with the ancient muslim educational institutions. In this book he has divided the whole educational scene of the medieval period into five parts. The first part, according to him starts from thirteenth century and ended in fifteenth century. During this period most of the educational principles, style and objectives were followed as they were followed in Arabic countries. The

¹
A very exhaustive bibliography of sources for education during Medieval period is given in Law N.M., Promotion of Learning in India during Muhammadan Rule (Delhi: 1st series - Adabiyat - I, 1973).

The second period started from 15th century and ended in 16th century. This was the time of Lodis. During this period also the earlier education practices and curriculum continued with some changes here and there. The standard of education was raised by these changes. The third period started from the 16th century and continued upto 17th century. This was a time of great kings like Akbar. During this period, the muslim education achieved a great amount of expansion and acceptability. The standard of education also went up. The fourth period started from 18th century. During this period the old books continued to be used in the educational institutions with some additions. The fifth period also started in the 18th century. According to the author, this period was the period of decline of Islamic institutions of education.²

Another author Sayed Riyaset Ali Nadvi has written six instalments of his article entitled "Hindustan Ke Qade Islami Mein Talim Ka Nizam", in Madani (Gaya) explaining the curriculum, subjects, style and organisation of education during the muslim period. He deals with the progressive evolution of the educational system in medieval India right

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This information is contained in Nadvi, Maulana Abul Hasanat, Hindustan Ki Qadeem Islami Darul-Uloom (Lahore: Maktaba Marif) pages 93-102. These pages also contain considerable information about the subject, books and authors during each period. The period covered is from 1300 A.D. till British period.

from 5th century upto the 18th century. He throws a great deal of light on all aspects of education. Although, there are quite a few divergences in his explanations but the ideas are not, broadly speaking, very different from the earlier author.³

Similarly there are certain other writers who have dealt with the muslim education in an extensive way. Gilani, for example, in his book Hindustan Mein Musalmano Ka Nizama Talim - O - Tarbiyat has given a beautiful, though somewhat orthodox, description of the system of education in India from the days of Futbuddin Aibak onward. It contains at places very important discussions and references about muslim education in India.⁴ Two other well known books on the subject of muslim education are by S.M. Zaffer and N. Law.

From the account given in these books, it is obvious that during the medieval period the curriculum and the subjects and even to some extent the organization of education kept on fluctuating. However, certain generalities are noticeable which can be stated to represent a common denominator of the different aspects of the education during the whole medieval period. In the following pages, we will discuss these generalities and then focus our attention on textbooks

³Madvi, Sayed Riyasat Ali "Hindustan Ka Shadi Islami Mein Talim Ka Nizam" Madani (May 1937, Oct. 1937, Dec. 1937, January 1938, March 1938 and April 1938, Vols. 4, 5, 6, 7, 9 & 10.

⁴Gilani, Hazrat Maulana Syed Munazir Hussain, Hindustan Mein Musalmano Ka Nizama Talim-O-Tarbiyat (Delhi: Mahboob Akmalshah-O-Jameel Printing Press, 1944)

in that period.⁵

Organisation of Education

There are different opinions about the organisation of education during the medieval period. Some authors believe that the education during this period was organised at three levels i.e. elementary, secondary and university or higher education. For example, S.M. Jaffer says that "In Islamic times education was defused in this country by the three-fold means of maktaba and madrasah, mosques and monastries and private houses typifying three forms of education, viz.

- (i) university or higher education (ii) secondary education
- (iii) primary education.⁶

However, according to certain other authors the system of education during medieval period was organised at two levels i.e. elementary schools and schools for higher education. S. Khudabaksh holds this view.⁷

⁵ We are writing one chapter on Muslim period. There are quite a few generalities about statements regarding curriculum and subjects which were taught in Madrasah and Maktabs. It may be remembered, however, that the Muslim period was spread over some hundred years and the changes in the society, and organization of education, curriculum, subjects of teaching were taking place continuously.

⁶ Jaffer, S.M. Education in Muslim India - (Delhi: Idarah-I Adabiyat - 1, 1972) page 15.

⁷ Khudabaksh, S. The Education & System of Teaching in the Middle Ages (Patna: Khudabaksh Library) page 1.

From a study of some of the materials on the system of education in medieval period, it is found that very often secondary and higher education was given in the same institutions. As such, the authors did not make such distinction between institutions of secondary education and institutions of higher education. So we can conveniently accept that there existed a two tier system of education in medieval period. They were (i) Institutions of elementary education and (ii) Institutions of higher education.

Institutions of Elementary Education

In all ancient cultures, education generally derived its aims and inspirations from religion. Islamic education was no exception to it. Islam laid great stress on the education of the children. For example, glorious Quran says 'The ink of the scholar is holier than the blood of martyr'. This shows the great respect which Quran gives to education. Not only this. In Islam the administration of justice was considered something very pious. But learning was considered to be more pious than justice. It is stated that '... next to prayer the holiest thing is learning; for it stands even higher than blind piety.'⁸

⁸
Ibid p.5

In view of the great ^{emphasis} laid in Islam on the education of children, it was considered a great duty of the parents to see that their children went in for some kind of education right in their early childhood.

The elementary education for these children was organised in what can be termed as primary schools. These primary schools during this period were organized at a number of places such as families, the homes of the teachers and mosques. It may be stated that due to the sanctity provided to education by religion, the parents themselves took keen interest in organizing education. S. Rhudabeksh states "elementary schools grew quite naturally without compulsion from above. Not in the later centuries do we find a school in every small village or attached to every mosque but even in the earliest times arrangements to that end were made by the people themselves...".⁹

What were the subjects during those days which were taught in these elementary schools? From a study of the secondary literature on the subject we find that the novice was first taught the alphabet with correct pronunciation, punctuation and signs of accents. After learning this, he was taught their combination and then made to read and write short sentences in which these combinations most frequently occurred.¹⁰

⁹ Ibid. p.2.

¹⁰ Jaffer op.cit. p.20.

The teaching of religious instructions was very compulsory subject and it was generally done through verbal teaching. This contained mostly the teachings from glorious Quran (Takeir and Hadis). Among the other subjects, stress was laid on elementary arithmetic. Apart from this, teaching at the primary level included character building specially moral education and social adjustment.¹¹

Higher Education

Higher education generally consisted of secondary education plus higher education. Higher education meant undergraduate and graduate education both. Secondary education was given to those students who successfully completed their elementary education and showed considerable interest and aptitude for further education. This education was organized in mosques, monasteries, and madrasahs. Quite often this education was also given in Dargahs or shrines which came into existence all over India and were the residences of great saints and darvesh. At certain places during this period, even the courtyards of places of rich persons were also used as places where secondary education was given to the children.

Evidences are also found when some rich persons used to employ teachers for the education of their children. However, they also accommodated some of the children from their

¹¹For a very detailed study of the changes in curriculum and teaching subjects, please refer to Gillani 22.cit.

neighbourhood to take benefit of this teaching.

What was the curriculum and subjects of teaching at the secondary and higher stage? From a study of the secondary literature on the period, it is found that the curriculum and the subjects of teaching kept on changing over the long medieval period.¹² But if we come to certain generalizations for the whole period, we find that the secondary and higher stages of education included the following branches of knowledge: Ethics, divinity, astronomy, the art of administration, arithmetic, algebra, geometry, physics, medicine, natural philosophy, rhetoric, law, ritual, accounts, agriculture, economics and history.¹³

¹²For having a very detailed picture of this changing curriculum in the medieval period, the readers can refer to books by Ghalib, Nadvi, Jaffer and M.H. Iqbal on the subject.

¹³The list of the subjects has been taken from Jaffer *op.cit.*, p.21.

It may be mentioned here that there could be no matter in books which would be anti-Islam. According to S. Khuda Bakhsh, Higher studies originally included only the science of law evolved out of the Quran, the traditions, and natural inferences drawn from them. This science, even in later times, not only maintained the first place but sought more and more to thrust other branches of study into the background. One of the leading authorities in the learned world of Islam of the 9th century hesitatingly acknowledged the science of medicine (which keeps the body healthy), along with the science of law, derivation from the Quran, which keeps the mind healthy. (Ibn al-Arkan al-Din, Serapudji, Ed. Caspari, p.7) The rest was mere pedantry." *op.cit.* p.5.

The Teaching and the Teachers

As in the ancient period, so was the case in the medieval period. The entire teaching had a religious background despite the fact that the secular subjects were never ignored. The teachers, as such, had a religious fervour. They were devoted people who were committed to their work of teaching with zeal and honesty.

Such teachers, like the teachers in the ancient period, often did the work on their own as they wanted to spread the light of religion in the people. They also enjoyed freedom and autonomy in their work. As in the earlier stages of the medieval period, the printed books were not available and the hand-written books could not be supplied to the students and most of the teachers used the verbal method of teaching especially at the primary level. At the higher level also the missionary zeal was there among the teachers but not to the extent as it was in the teachers at the primary level. At the higher level also most of the teaching was done through verbal method. The teachers and professors often knew their subject and the content of the textbook by heart. Normally, they went into the classroom without any textbook and produced the lecture from their memory. The students often took notes of the lecture and prepared their lessons. They had no books which they could use at home. To fortify the lectures and notes received in the classroom they

often visited libraries to consult reference books.

With the passage of time, the missionary zeal of the teachers was being substituted by some kind of professionalism. There are evidences to show that certain rich people or certain managements who organized certain educational institutions appointed teachers on fixed salary. They had the right of appointment and removal of such teachers. Thus, the teacher depended for his economic well-being on such individuals and managements. However, it can be stated without much doubt that the teacher was given full freedom to teach the subject and no interference was made in his day-to-day teaching.

The Books

There are different opinions about the availability of textbooks in the medieval period. Many authors and writers believe that during the medieval period there was a lack of textbooks and the textbooks were not made available to the students.¹⁴ However, there is another opinion that there was no dearth of textbooks during the medieval period.

There are many evidences to show that right from the beginning of 12th century, certain books used for educational purposes in the educational institutions were available. In the early period, some books in Arabic were brought from Arab countries. Some of the books in Arabic were written in India.

¹⁴ Gilani op.cit., p.37

After this, the books in Persian and Urdu gradually came up and spread. It is true that because of the absence of printing presses, these books could not be printed on a large scale and further they could not be given to each student to be used at home. Nevertheless they were hand-written books and available to the students for reference in the libraries. Reference of such books are found at many places.¹⁵

Still another evidence about the availability of books in the medieval period relates to the existence of a good number of libraries. It may be pointed out that the institutions of library developed a great deal during this period. The libraries were attached to schools and mosques. Their attachment to schools and educational institutions shows that they must be providing certain textbooks for the use of students and

¹⁵For a more detailed study of this aspect of books right from the beginning of medieval period to the end of medieval period, please refer to Gilani and "U. N. Law 22.511.

There is another book which deals with various famous books of the medieval period. This book also gives a brief bibliographical data of the authors and some life background of them. The book is "Tarikh al-Adab", by Mirza Asad Khan (Lahore, Durr-e-Nadwa Press, year not given).

A study of this book shows that during the medieval period, a number of books were being written by well-known authors and they were available to the public as well as students

teachers both.¹⁶

Another interesting development in this period related to books was that some kind of idea of copyright was also coming to the surface. For example, during this period the authors of the books had started objecting to the use of their books for lectures by others without taking their prior permission. It has been mentioned that even after the death of the author, permission had to be sought by the users of the book from the heirs of the author.¹⁷

It is also evident from many sources that the books for schools were generally written by the school teachers. These books took into consideration the psychology of the children and day to day problems of the classroom.¹⁸

The conclusion is inescapable that while there were plenty of textbooks in the medieval period, they were mostly handwritten. This was largely due to the fact that printing press had not come into existence and books written by hand could not be made available on a large scale to the students. It may be pointed out that the handwritten books were fairly well written and quite attractive in get up and other features.

¹⁶ Please refer to ..Alhudaabaksh pp. 211 p. 11

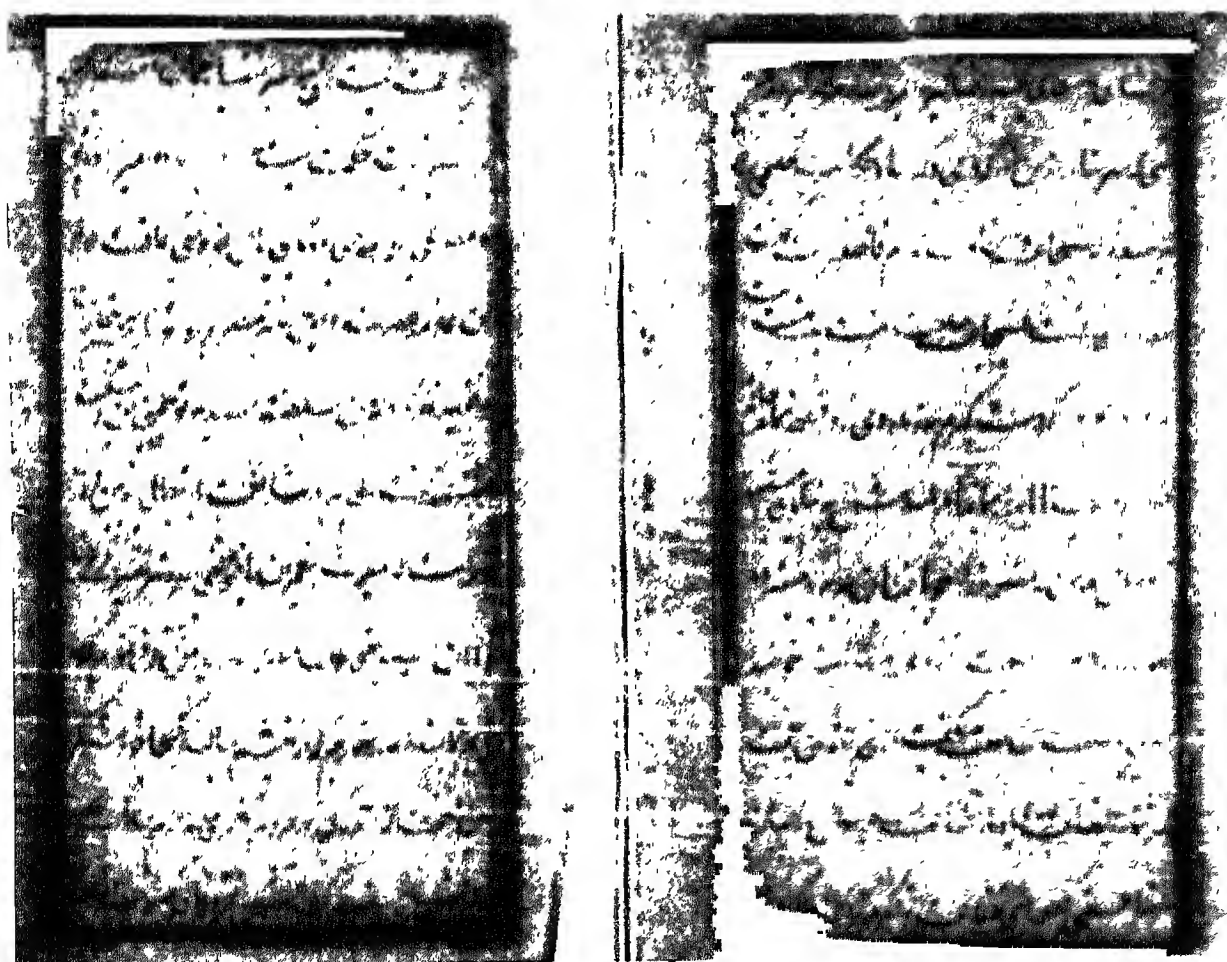
¹⁷ For a more detailed information about this aspect, please refer to ..Alhudaabaksh; pp. 211 pp. 14-15.

¹⁸ Madia (Gaya) pp. 211, April, 1938

(2)

Below we are giving a page of content/ from the famous book Gulistan to illustrate the point.

(2)



A content page from a famous handwritten book Gulistan

Another interesting fact which came to notice while collecting data on the topic was that when the printing of persian textbooks became possible, there was a lot of psychological resistance to go in for printing of textbooks. Another reason to oppose printing was that a lot of people

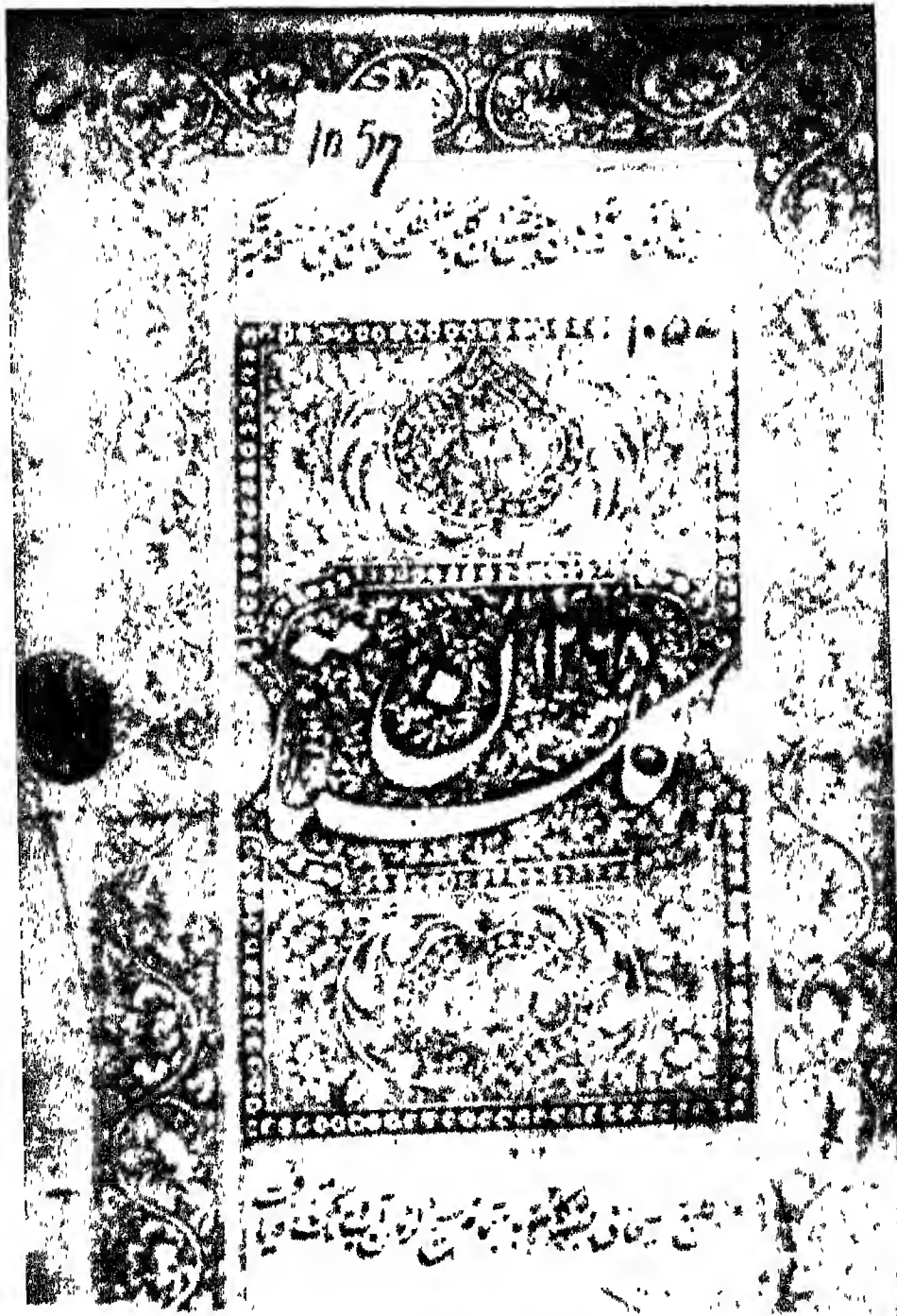
used to earn their livelihood by writing textbooks. It was thought that if the books were to be printed, the poor writers will lose their livelihood!¹⁷

However, the printing of a textbook could not be stopped for long. The English system of education was gaining roots in India in the 18th century and they were using printed textbooks. So a competition brought down the psychological resistance very soon and right in the 18th century printed textbooks saw the light of the day. The printing of books for use in maktabs and madrassahs became quite prominent during the 19th century. Initially most of the manuscripts which were handwritten and which were used as textbooks in the educational were printed. But afterwards books began to be printed directly. A photocopy⁽¹⁸⁾ of a title page of an early printed book of this period is given on the next page as a specimen.

The advantage of the printed books was that they could become more easily available on a much larger scale to the students than the hand written book. Thus, from educational point of view the printed book was bringing a revolution in the teaching-learning process on the one hand and marked a definite stage in the evolution of the textbook

¹⁷In this connection, please refer to James Harpelle, A History of the Growth of Public Opinion in India (London: George Allen and Unwin, Ltd. 1914). He writes, "One reason for the sickness with which printing overtook India was the Moghul practice of employing calligraphers to copy books of note. Visiting India about 1661, the Rev. Dr. Brington wrote "Neither have they any manner of conceiving the art of printing, that would diminish the scarce and livelihood of their scribes who maintain numerous families by their pen."

(3)



Title page of famous book Gellatyn
printed in 19th century

on the other hand.

The textbooks in the medieval period, both handwritten and

printed, had certain features both in their academic and physical aspects which were a little different than the academic and physical features of the books available today. In this connection, we are producing below some observations regarding the various academic aspects and physical aspects of the one book entitled Gullistan which was widely used in those days as a textbook²⁰ in the educational institutions. While making these observations, both the hand written manuscript and the printed book have been taken into consideration.

General

Gullistan was used as a textbook in Maktabs and Madrasas throughout the medieval period. In earlier periods handwritten books were used. During the later period when Urdu printing began, printed copies of Gullistan were used in Madrasas and Maktabs. Gullistan contains lessons on life and manners, socio-political matters and instructions for rulers etc.

Selection of Text

From the study of the book 'Gullistan' and some other Urdu textbooks of the medieval period, it appears that the

| 20 | Handwritten book | Printed book |
|--|---|--|
| Title of the book | <u>Gullistan</u> | <u>Gullistan</u> |
| Author | Sheikh Saadi | Sheikh Saadi |
| Grade Level (Class) | Not mentioned | Not mentioned |
| Publisher's name and place of publication | - | Matba Masihai Ferozpur. Under the supervision of Amir-ul-Umra |
| Scribes name(Katib) | Mohammed Akbar | |
| Year of Writing/Publication | Ashirahi 955 Hijri (approx 1542 AD) | 1265 Hijri (approx 1849 AD) |
| Volumes of the book (Number of pages) | The pages have not been numbered. The first word of the next page has been mentioned at the bottom of previous page in all the pages of the text. | |

author himself generally used to visualize various topics for content material which needed to be taught to the students of particular age group. There was no concept of preparation of syllabus in advance that could provide guidelines to authors of textbooks for selection, organization and presentation of content.

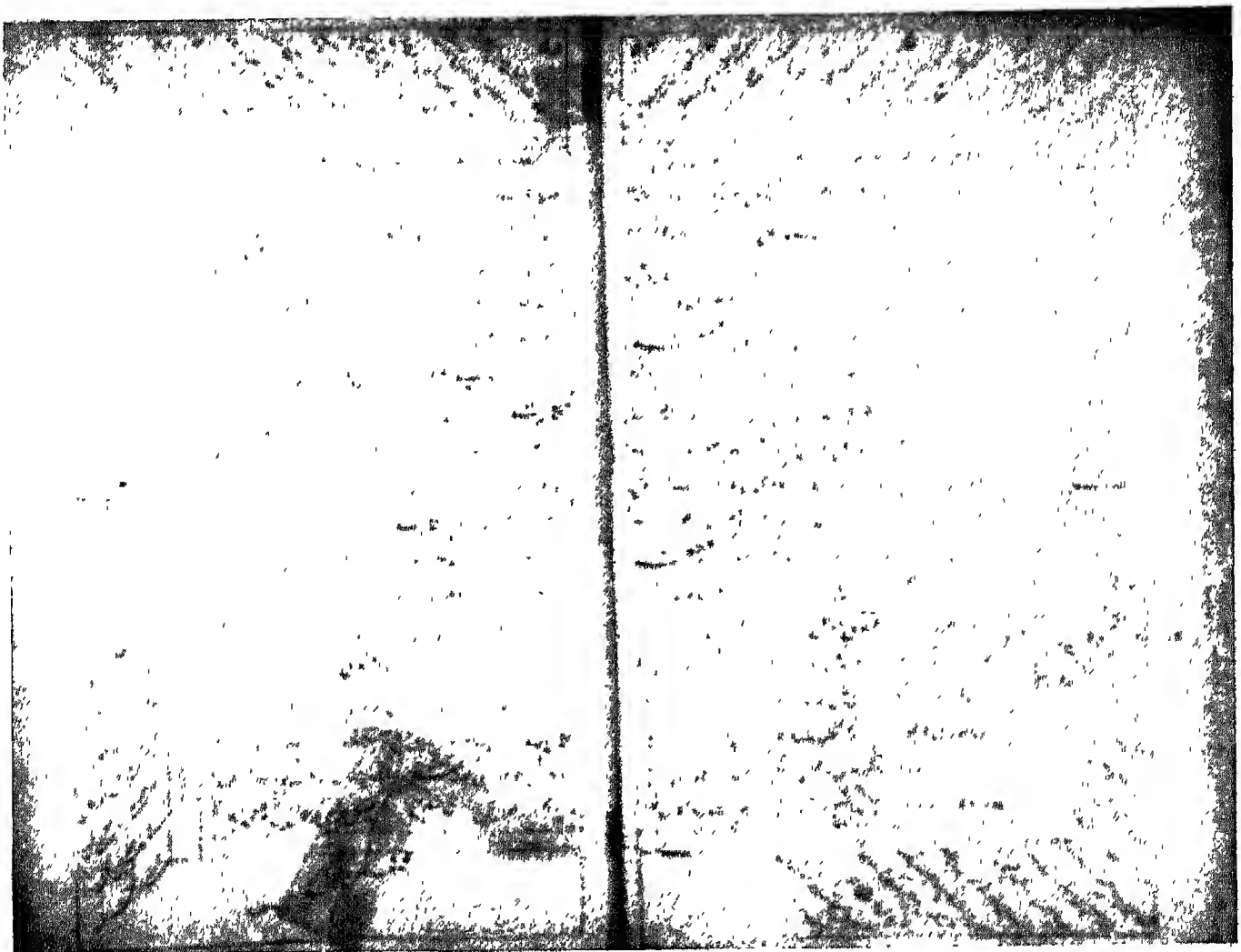
Further it appears that the author used to select content on the basis of two principles. One was the mental maturity of the intended age-group for which the book was to be written. The second consideration related to certain demands and compulsions of the religion. The content was generally drawn from religious books and social environment but attempts were made to elucidate it from the day to day or contemporary life.

The idea of up-dating the content did not haunt the medieval period author as it haunts the modern period author for the two following reasons. Firstly, the speed of explosion of knowledge was less in the medieval period in comparison to the accelerated pace of explosion of knowledge during the modern period. Secondly, as some of the content was drawn from religion, it presented a more stabilized picture of the state of affairs and there was less possibility of shifting opinions and changing notions. Therefore, there was little need to change or up-date frequently the content of textbooks.

Organization of Content

The subject matter of textbooks was divided and organized into Units/Chapters. The chapter number was used to be mentioned on each page in bold letters.

The subject matter in each unit or chapter was divided into paragraphs, wherever necessary. Wherever a chapter ended the next chapter started from the same page. This can be seen from an illustration⁽⁴⁾ given below:

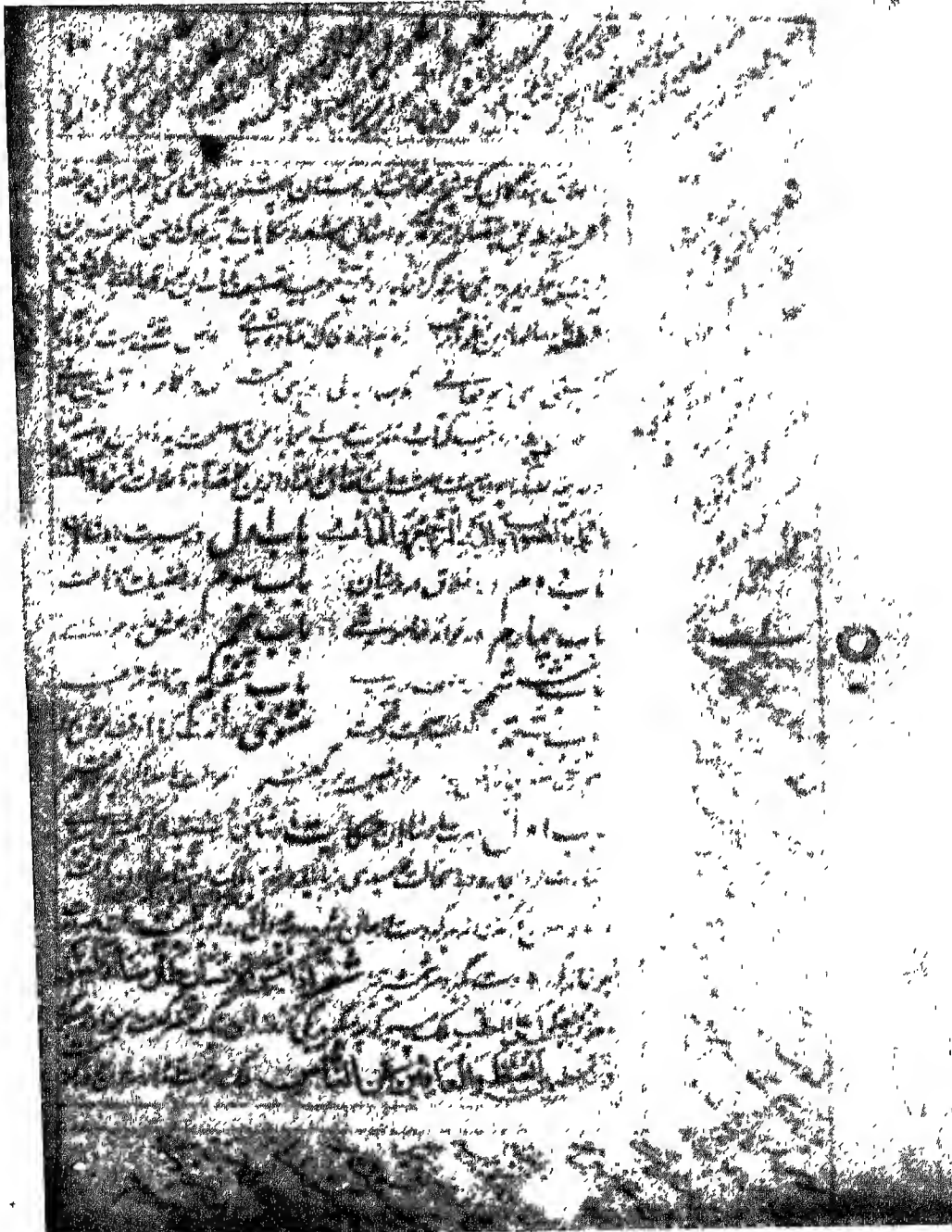


Two pages from a textbook of medieval period depicting the organization of content

The modern practice of starting every chapter from a new page was not followed.

Similarly we found that the table of content page was not given exclusively. After giving the table of content, the first chapter started from the same page. It is obvious from the following illustration(5).

(5)



A photograph from a textbook of Medieval period giving the table of content and the beginning of Chapter I on the same page

Since there were no formal guidelines for selection of subject matter and its organization and presentation, the authors used their own ingenuity as to how best the material selected and developed by them could be organized for effective communication. It can be presumed as such that the authors of textbooks tried their best for organising the content in proper sequence. In printed books the explanations of difficult words or difficult sentences were given in the margins. The meanings, explanations and commentaries given were generally given differently by different persons.

In some cases two or three books of the same author were printed in the same volume. Even the second or third book did not begin from a new page. Wherever the subject matter of first book ended, the content of other book started from the same page.

Presentation of content

The titles given to the chapters were brief and meaningful. The content was generally presented in creative and interesting manner to sustain interest of readers. Quoting of couplets and other matter from the *Qur'an* and the *Hadis*, to illustrate and clarify the point of view, was quite common. It appears that initially, in the handwritten books, mostly the text, as written by author, was given. However, with the advent of printing technology, there developed a practice of giving in the margins meanings of difficult words and commentaries on main subject matter. The content was full of examples that could be helpful in imbibing various values prevalent at that time.

Language

The style of language in the popular books, like Gulistan and Bostan, appeared to be appropriate for effective communication. The sentences were simple and short. The vocabulary used was appropriate for the readers. The authors tried to use grammatically correct language.

Illustrations

A perusal of Urdu and Persian textbooks of the medieval period shows that the illustrations were either generally not provided or there were a few simple illustrations. The illustrations were not sharp. In cases coloured illustrations with decorative borders were also given. There were not many varieties of illustrations. Generally the pictures were provided. It also appears that the authors or the illustrators did not keep in view the size of the illustrations vis-a-vis the size of the content pages. Moreover, the illustrations generally did not supplement the text on the whole.

Learning Assignments

The exercises were conspicuously absent in the medieval period textbooks in Urdu and Persian. The usual practice was that the teachers asked their students to memorize the books by way of repetitions.

Prelims and Backpages

The author's name and the publisher's name was given generally on the title page of printed books. However, the back of the title page did not provide information regarding copyright, price, year of publication etc.

Instead of giving separate list of content, there was mention of content of the book in the preface. In some cases, the author's name was given in prelims and in some other cases the author's name was absent. In printed textbooks the publisher's name was generally given.

The preface was generally written by the author himself. In preface, the central theme and the purpose of the book was explained. The preface or introduction was generally brief.

The back pages (glossary, index etc.) were usually not given in medieval period/textbooks. The meanings and explanations of terms and concepts, that usually go in glossary in modern times, were given in the margins on the same page where the concerned term or concept appeared in the text.

Role of a Textbook

During the medieval period, a number of changes came in the political, administrative, economic, educational and cultural structure of the society. The textbook was performing the following roles in the context of changing society:

1. Academic Role: The first major role of the textbook was in relation to the dissemination of academic content to the students in all the subjects. That was essentially the most basic role.
2. Religious Role: The textbook in the medieval period was performing a distinct religious role which was quite different from the role of the earlier textbooks. The educational system of the Muslims partly revolved round Islam. No wonder, considerable content in the

textbooks related to religion. Thus religion was being given to the students through textbooks.

3. Social Role: Quite akin with the above role of the textbook, a new socio-economic role was also being performed by it. We have noted in the Buddhist and Buddhist period that the textbook often played a role of renewing dharma and stabilising the society through it. Now in the medieval period, this role was reversed especially from the point of view of Indian situation. Islam had its own notions of dharma. Its religious preachings also differed considerably from the religious preachings of the Hindu dharma. In fact, the religious preachings of the Islam, as they were interpreted by the followers of the Islam, were often in direct conflict with the Hindu religious preachings. As this knowledge was given to the students through textbooks, they very often acted as instruments of destabilising society instead of stabilising it. Due to this reason the textbook was creating more social and religious tensions in India by creating conflicts between religions.

It can be stated in conclusion that while the medieval period was coming to a close, and British period was taking its roots, two schools of thought emerged among Muslims in relation to education. One school of thought supported old religious-cum-cultural education. The other school of thought supported modern English education. The aim of education, according to the first school of thought, was religious. It was professional and economic according to

the second school of thought. It appears that with the passage of time the second thought was being accepted more and more. Naturally, the style and content of books was changing progressively in the later medieval period. Some of these changes will be discussed in the next chapter.

CHAPTER V

EARLY BRITISH PERIOD AND THE EVOLUTION OF TEXTBOOK (1700-1853)

In Chapter IV on the evolution of textbook in the medieval period, we have noticed that in the late medieval period¹ printing of textbooks had started and some books became available to the students in the schools.

From 1700 onward, the Muslim rule in India started declining. The British people who came into India initially for commercial reasons, in the wake of the establishment of the East India Company as early as 1600 AD, did not venture for any political rule or any educational activity for nearly 100 years or so. However, with the passage of time, they found that the politico-economic situation in the country was such that they could establish their own political rule in the country. Its attention to educational matters was first drawn by the Charter Act of 1698 which wanted it to make provisions for some priests and schools. But even these provisions were meant for the European servants of the Company rather than for any Indian people.

Circumstances on the Indian political scene changed radically by the middle of 18th century. Because of the political rivalries of the Indian princes, the decline of the hold of Muslim rulers in the country, and gaining of supremacy

¹ It may be pointed out that in late medieval period, the East India Company had got well entrenched into India. It appears that the late medieval period and the early British period overlapped each other for a considerable length of time.

by East India Company over its European rivals - the Portuguese, the Dutch and the French, - the East India Company started dreaming of capturing administrative and political power in India. The grant of Diwani rights to the East India Company in 1763 made it almost a ruling power in India. With this success the East India Company which was a purely commercial organisation until then entered into a new age of managing the administrative and political affairs of some parts of the country. This was a starting point of vast changes in the fields of politics, economics, administration, education and culture.

The British people felt all of a sudden that henceforth they will have to take interest in the education of the Indian people also. Initially the compulsion for educating Indian people was purely from administrative point of view. The British people wanted that they should get more and more servants who had some knowledge of English and who could become interpreters between the English rulers and the Indians. This need was felt in order to rule the Indian people more effectively.² Another reason for taking interest in the education of the Indian was to get some popularity with the Indians. As preliminary efforts, the British people opened two main institutions of education in the 18th century. One was the Calcutta Madrasah opened in Calcutta in 1781 and the another was Sanskrit College in Benares opened in 1791.

² For this very reason, many British people also started learning the Indian languages and culture.

As some of the Indians saw certain new avenues and openings for their material progress they also started taking interest in English education. They not only supported the missionary efforts in education but also made efforts to start their own institutions.

The missionaries had started coming into India to preach their religion right from the time of the establishment of East India Company. Now with the increasing political hold of the company, more Christian missionaries started pouring into India. The main purpose of the missionaries who came to India was to preach their religion in India and thus convert the natives to Christianity. Naturally, after coming to India, they started preaching the religion through various methods. One of the methods which they found very useful was through opening educational institutions.

Thus during this period, the following three major educational efforts were visible in the field of education:

1. Indigenous efforts in education.
2. Efforts of the Christian missionaries in education.
3. Efforts by certain officials of East India Company and others in the field of education.

Below we will discuss these three efforts one by one in some detail.

A. INDIGENOUS EFFORTS IN EDUCATION

During the seventeenth and the eighteenth centuries the indigenous system of education was still the most wide spread system of education which catered to the educational

needs of the vast mass of the people of India mostly living in villages. The sources of information regarding the character and extent of the indigenous system of education during the period are almost non-existent. Even the sources of information about this kind of education in the earlier half of the nineteenth century are extremely meagre. In the first place, the available sources refer only to British territories which, at that time, formed but a small part of India. Secondly, these sources do not cover even the whole of that area which was then under the British rule. Under these circumstances we discuss here the state of education in the provinces of Madras, Bombay and West Bengal. That would provide us with some insight into the prevalent indigenous education during those days. We can draw certain conclusions on the basis of this insight.

Madras

An enquiry into the state of education in Madras was undertaken by Sir Thomas Munro in 1822. The following passages from the reports give brief idea about the nature of society and education in those days especially in the eighteenth century.

- * In some districts reading and writing are confined almost entirely to Brahmans and the mercantile class. In some they extend to other classes, and are pretty general among the patails of villages and principal ryots. To the women of Brahmans and of Hindus in general they are unknown, because the knowledge of them is prohibited and regarded as unbecoming the modesty of the sex and fit only for public dancers; but among the women of Rajbundah and some other tribes of Hindus, who seem to have no prejudice of this kind, they are generally taught. ... The mixed and impure castes seldom learn to read; but as a few of them do, columns are left for them

in the form.³

A glimpse of teaching-learning process is given below from the report of the Collector of Bellary.

The first business of a child on entering school is to obtain a knowledge of the letters, which he learns by writing them with his finger on the ground in sand, and not by pronouncing the alphabet, as among European nations. When he becomes pretty dexterous in writing with his finger in sand, he has then the privilege of writing either with an iron style on cadjan leaves, or with a reed on paper, and sometimes on the leaves of *Aristola-chia* Indica, or with a kind of pencil on the *Hulligi* or *kadala*, which answers the purpose of slates... Having attained a thorough knowledge of the letters, the scholars next learn to write the *Chur* and *Chur*, ... then the names of men, villages, animals, etc., and lastly arithmetical signs... The other parts of native education consist in deciphering various kinds of handwriting in public, and other letters which the school master collects from different sources, writing common letters, drawing up forms of agreement, reading fables and legendary tales and committing various kinds of poetry to memory, chiefly with a view to attain distinctness and clearness of pronunciation together with readiness and correctness in reading any kind of composition... The economy with which children are taught to write in the native schools, and the system by which the most advanced scholars are caused to teach the less advanced, and at the same time to confirm their own knowledge, is certainly admirable, and well deserves the imitation it has received in England. The chief defects in the native schools are the nature of the books and learning taught and the want of competent masters." 4

The report of Kanara District revealed that the system of domestic instruction was far more prevalent than that of sending children to schools.

³ As quoted by Nurullah Syed and Malik, J.P. A History of Education in India (Bombay: Macmillan & Co. 1951) p. 3.

⁴ Ibid pp. 3-6

Bombay

An enquiry into the state of indigenous education in this Province was started during 1823-25 at the instance of Mountstuart Elphinstone, the Governor of Bombay. This enquiry revealed:

"The teachers who taught in common elementary schools of the time were required to teach the rudiments of three R's. Knowledge of the multiplication and other tables in their long and complicated array was essential to every teacher; but beyond that a tolerably good hand-writing and ability to read simple writing formed the minimum attainment of a common school master. It is not, therefore, surprising that a report from Gujerath says 'the masters are ignorant, and in fact, as to knowledge to be gained from books, have as much to learn as the boys themselves'"⁵

While further dealing with curriculum, methods of teaching and textbooks, Murrill and Naik state, "A large variety of multiplication tables were taught to the pupils mainly with a view to enabling them to solve mentally all types of sums that ordinarily occurred in daily life. There was a complete absence of textbooks."⁶

The indigenous schools were held either in temples or in the houses of teachers who conducted them. Quite often they were also held in a portion of house of some respected person. Some schools were conducted for the education of students of one community or caste only. While the Muslim schools were attended generally by Muslim students alone,

⁵ ibid: p.11

⁶ ibid: p.12

the Hindu schools were open to Muslims also. It may also be pointed out that females were generally excluded from the benefit of education because of Indian tradition. The schools were generally confined to the education of the boys.

Bengal and Bihar

A systematic study of the state of education in Bengal and Bihar was undertaken by A. Adam during the first half of the nineteenth century and the report was submitted to the Government in 1835. Adam probed thoroughly the position of education in the administrative divisions of Bengal and Bihar. He produced three main reports. The first report was more or less a summary of the findings of his investigations. The second report contained the position about the state of elementary education in one Thana, Jettore, in the district of Rajshahi. The third report was in two parts. The first part provided information about the state of indigenous education in five districts, viz., Murshidabad, Birbhum, Hurdwan, South Bihar and Tirhut. The second part contained the proposals for reforms in indigenous schools given by Adams.

There were a varied kind of indigenous schools which existed during this period. Generally speaking they could be divided into the following three kinds of schools.

1. Public schools for elementary education.
2. Schools for Sanskrit education
3. Schools for Persian and Arabic education.

Below a brief description of each type of the schools and the kind of instructional material and textbooks, is being given.

1. Public schools for elementary education:

These elementary schools were housed in separate buildings or in the houses of some of the respectable inhabitants of the locality. This elementary education was also organised by some families exclusively for their own children, and was known as domestic education. From all accounts it appears that this domestic elementary education was widespread in all the districts. About Nattore it has been stated that "the number of children under domestic instruction was nearly nine times the number of pupils in public schools ... those who gave their children domestic instruction were zamindars, talukdars, shopkeepers and traders, zamindar's agents, and head of villages (mandals) etc..."⁷

The medium of instruction in the public elementary schools and under domestic instruction was the vernacular languages of the country. It was found that in some districts such as Rejshahi (Nattore) there were no printed books in indigenous elementary schools. Even the manuscript textbooks were almost wholly unknown. All that the scholars learnt was through the oral instructions of the teacher. However, in some districts such as Murshidabad, Birbhum, Burdwan, South Bihar and Tirhut, written books were employed to help in the teaching-learning process. It will be interesting to give the following quotation from the third part of Adam.

"The vernacular language is the current spoken language

⁷The facts and statements are generally collected from

Norullah and Haik, op cit: pp. 71-26

of the educated Mussalmans of Bengal and Behar, and it is remarkable feature in the constitution of Mohammedan society in these provinces, and I infer throughout India that the vernacular language of that class is never employed in the schools as the medium or instrument of written instruction. Bengali school-books are employed by the Hindus of Bengal and Hindi school-books by the Hindus of Behar, but although Urdu is more copious and extensive, more cultivated and refined than either, and possesses a richer and more comprehensive literature, Urdu school-books are wholly unknown. It is the language of conversation in the daily intercourse of life and in the business of the world, and it is the language also of oral instruction for the explanation of Persian and Arabic, but it is never taught or learned for its own sake, or for what it contains. It is acquired in a written form only indirectly and at second hand through the medium of Persian, whose character it has assumed and from which it has derived almost all its vocabularies, and it is employed as a written language chiefly in popular poetry and tales and in female correspondence and often also in the pulpit. The absence of Urdu schools for the Mussalman population, corresponding with the Bengali and Hindi schools for Hindus, may explain in some measure, the greater degradation and ignorance of the lower classes of Mussalmans when compared with the corresponding classes of the Hindu population; and the first step to their improvement must be to supply this defect.

⁸ Idem's report on Vernacular Education in Bengal and Bihar
(Calcutta: Home Secretariat Press, 1900-01)

From the above quotation it is clear that certain written books were taught in many indigenous schools.

In the elementary schools, the nature of written works taught were Amara Kosha, the Ashta Sabdi, Ashta Chatu, Sabda Subhanta, and the Versees of Chanakya. Except for the verses of Chanakya, the other works mentioned were grammatical in nature. The remaining works used in common schools generally contained the praises and exploits of the gods, recognised by the established religion of the country.

After the establishment of the Calcutta School Book Society in the first quarter of the nineteenth century, a number of textbooks were printed and they were supplied to the schools. Adam himself presented some books published by the Calcutta School Book Society to the teachers of the indigenous schools while conducting enquiry in the state of indigenous education. These books were received with interest and curiosity by the teachers. Certain subjects which were formerly neglected viz., Orthography, Geography, Bengali language, Moral Truths and Obligations etc., were also introduced through these books. The introduction of books helped in increasing the proficiency and as a result in an increase in the number of pupils in the schools.

Sanskrit schools

The next category of schools observed by Mr. Adam was that in which the literature, law, philosophy and religion of Hindus were taught through the medium of Sanskrit language. There was no mutual connection between the vernacular and Sanskrit schools. Of the six Darshanas, the four were taught

in the Sanskrit schools viz. Nayaya, Vedanta, Mimansa and Sankhya. Besides, the mythological poems, the Mahabharata and Bhagavat Purana containing meta-physical philosophy and history were also taught in these schools. Other areas of knowledge, taught in these schools, were astrology, works of grammar, general literature and rhetorical compositions. Adam observed that the rich national literature of Hindus could be fruitfully supplemented by transfusing into it the discoveries in art, science and philosophy from the European system of education which could help to awaken the minds of Indians from the sleep of centuries.

Persian and Arabic Schools

Adam found the Persian and Arabic schools so intimately connected that he dealt with these as a single class. The Hindustani or Urdu was the spoken language of the educated Muslims of Bengal and Bihar. But Urdu books for schools were not available. This language was generally employed for oral instruction in order to explain the Persian and Arabic works. In Persian schools instructions were given through the Persian medium. The subjects included among others were elementary and grammatical works, forms of correspondence, and popular poems and tales. The courses of study in Arabic schools were wider in range. They included among others grammatical works, readings on rhetoric, logic and law, the works of Euclid on geometry and other branches of natural philosophy.⁹

⁹ For a more detailed study of the subjects taught in Persian and Arabic schools, please refer to the report, pp. 211-213.

Some of the findings of Adam in regard to books in Persian Schools were as follows:

In Persian schools, the printed textbooks were unknown yet manuscript works were in constant use. The books in general use were Koran, Pandnameh of Jadi (a collection of moral sayings), madnameh (exhibition forms of conjugating the Persian verbs which were read to the master and by frequent repetition committed to memory). The first book which was read for the purpose of being understood was the Gulistan of Jadi, containing lessons on life and manners, and this was followed or accompanied by the Bostan of the same author. The other popular books were on the life of Laila and Majnun, the Tacunder Nameh (an account on the exploits of Alexander the great); and some of the most popular poetic productions such as Joseph or Zuleikha, founded on a well-known incident in Hebrew History.¹⁰

According to Adam the systematic use of books, although in manuscript form, was a great step in advance, accustoming the minds of pupils to forms of regular composition, to correct an elegant language, and to the trains of consecutive thoughts and thus aiding to stimulate the intellect and to form the taste. Adam further observed that moral bearing of some of the textbooks could have a beneficial effect on the character of pupils but unfortunately these books were employed solely for the purpose of conveying lessons in languages, but not

10

Reference to some of these books has already been made in detail in Chapter IV on Medieval period. The information given here is collected from Adria. Dandaris, op cit., pp.101-104.

for the purpose of sharpening the moral perceptions or strengthening the moral habits.¹¹

Seeing the deplorable state of affairs, particularly due to the lack of printed textbooks, Adam suggested a scheme of providing textbooks to the teachers as an incentive. In his scheme, the teachers were required to pass certain examinations in order to get sets of textbooks of higher grades from time to time. The Government, however, did not accept this suggestion.

As regards the Sanskrit schools, Adam thought that they would be useful if they introduce the books of useful knowledge on science and art into regular course of their instruction. He put before 25 professors of Sanskrit a case seeking their opinion whether, in addition to the instructions in Hindi learning only, they would like to have translations of many English books of learning in which Arithmetic, Mechanics, Astronomy, Medicine, Ethics, Agriculture and Commerce were treated at length. He was encouraged to find positive opinion of the professors of Sanskrit about introduction of English books of learning, exclusive of those which were explanatory of the religion of the English nation, containing information on astronomy, ethics etc. and translated into Sanskrit language. The learned professors opined that such information would be useful in the same manner as the Mekhaganit and other works were translated into Sanskrit from Arabic astronomical books and were gainfully

¹¹

Ideas and statements are generally taken from the Adam's Report, 22 pt., p.104

employed by the teachers in India.¹²

Role of Textbooks of indigenous schools

The textbooks used in the indigenous schools were performing two-fold role. The first role related to the purely academic and educational aspect. The textbooks at the lower rungs of the academic ladder helped in imparting the knowledge of 3 R's to the students. But as the students moved up the ladder, the academic role of the textbooks changed by and by. They helped the students to understand the problems of life as they could be visualised in the immediate environment. The textbooks also imparted knowledge to the students of certain specialised subjects. As the students went further up the ladder, the textbooks helped them to get the knowledge of more specialized subjects. This was specially so in certain special institutions like the Sanskrit schools where they got knowledge through textbooks in such subjects as grammar, lexicology, poetry, drama, and rhetoric etc.

Apart from the academic role of the textbooks, they also performed a major religious, cultural and moral role. In fact, this was the main role of education and hence of textbooks, and this role was carried from the Brahmanic, Buddhist

12

Information collected from Adam's Reports, pp.317-319. It may be worthwhile to point out here that Adam also made enquiries about some special groups of people such as females, tribals and Muhamadans etc. As the findings and suggestions did not throw any light on the evolutionary aspect of textbooks distinctly, they are not being mentioned separately.

and Medieval period. It may be pointed out that after advent of the British period, the textbooks catered more to the needs of the changing society. The knowledge given in them tried to keep pace with the fast tempo of social change. No wonder, not only the subjects kept on changing during the British period, but the subject matter, ideas and values reflected in it also kept on changing. This was largely due to the fact that these books were more secular in nature and seldom drew the content from religion which generally revolves around the basic truths about God and soul and the eternal values connected with them. The textbooks in the British period generally dealt with the changing technology and phenomenal world of days. On the other hand the textbooks in the Brahminic, Buddhist and Medieval period, and also those which were used in the indigenous schools during the early British period, revolved considerably around the content given by religions. They were carrying ideas and values which were spiritual and religious in content and, hence, by their very nature were more stable and moral in nature. Quite understandably the textbooks of the indigenous schools during the early British period performed a highly moral, stabilising and disciplining role in the context of the society by imparting ideas and values which were essentially spiritual in nature.

D MISSIONARY REPORTS IN EDUCATION AND TEXTBOOKS

The second major efforts in the field of education during this period was being made by the Christian missionaries.

The advent of missionaries in India can be traced back to sixteenth and early seventeenth century. However, the educational work of the missionaries during this period was almost nil except perhaps in Goa, Daman and Diu.^{12(a)} The main three reasons for this were: firstly, the number of missionaries was very small. Secondly, the influence of East India Company in the political affairs of the country was minimal thus providing no moral support and emotional encouragement to missionaries; and thirdly, the resistance from the Indian people to any efforts of the missionaries was generally great. Thus the missionaries were not able to cut much ice in the educational field.

The work of the christian missionaries started increasing after the middle of the eighteenth century. Charles Grant, a well-known missionary who came to India during the end of eighteenth century found that India was a very right ground for their activities. He further felt that education could be

12(a)

According to Varde P.S. History of Education in Goa, (Panaji: Goa, Vidya Pratishthan, 1977), pp.1-2. "within thirty years of the conquest of Goa, public education in Goa was entirely in the hands of the Church and little later its control passed on fully to the hands of religious societies."

used as the major instrument for preaching their own religion in this country. In 1792 he wrote a famous memo to the Government of India in which he cast all kinds of aspersions on Indian culture. He described India as an area of darkness, ignorance and filth, and drew the attention of the Government towards the need of educating Indians. His idea of bringing light of knowledge to this area was partly related to education and partly to religious conversion. His ideas, if scrutinised closely, contained the seeds to use education as an instrument of religious conversion.¹³

The British authorities in India initially did not interfere in the educational efforts of missionaries.¹⁴ One reason for this was that the Government itself was not

13

Charles Grant was a devout Christian missionary whose main purpose of life was the evangelisation of the Indian people. It may be noted out that even before Charles Grant, there were certain missionaries, for example, the Danish missionaries in the South, and men like Dierendonck and Dr. Carey in Bengal who were working in India with the same purpose. Some contemporaries of Charles Grant, like Ward and Marshman, were also engaged in similar work. However, Charles Grant was able to attract much attention because of his famous and controversial pamphlet entitled "Observations on the state of society among the Asiatic subjects of Great Britain, particularly with respect to Morals, and the means of improving it." The ideas given here are taken from the pamphlet.

14

The detailed study of missionary education in India, so far as the British are concerned, is given in the book "The Christian Mission in India" by John G. Bennett, 1907. Also see "The Christian Mission in India" by John G. Bennett, 1907. Also see "The Christian Mission in India" by John G. Bennett, 1907.

very clear about the course and direction which it could follow in matters of educating the Indians. Although, it did agree that there was a great necessity to take some responsibility for the education of the Indians, yet it did not know the responsibility was to be taken and work was to be started. Because of this lack of clarity the attitude of the East India Company towards the educational and religious efforts of the missionaries remained in a state of fluctuation. While it had a favourable attitude towards their efforts before 1765, it became first indifferent and thereafter hostile after 1765. Realizing its own responsibility the Company made a firm commitment in 1813 towards the education of the people of India. It was done through a clause inserted in the Charter Act of 1813. But despite this, it did not know how to make a start and remained bound down in controversies. However, this clause, with all its concomitants, helped the missionaries to expand in India in a slow way. A number of missionary societies were established and many missionaries worked in the field of actual education. By 1840 many missionaries and some other societies came into existence which were engaged in the educational activities. In this regard the Tanjore schools founded by Scarts, the schools founded by Marshman in Bengal and May's Chinsura schools which numbered 15 in 1860 can be specifically mentioned. These schools and institutions were generally giving

education to the Indians with specific point of view of
preaching religion.¹⁵

In spite of our good efforts we were not able to locate
many books which were used as textbooks by the Christian
Missionaries in their schools. It was also obvious that
scriptural studies formed a part of curriculum in
missionary schools.¹⁶ While the younger children received
oral religious instructions, the older children received
such books as Barth's Bible stories and even the scriptures.
Books like Peep of Day¹⁷ were also given. Certain other
books were brought from England.¹⁸

During our search we were also able to find some data
which helps us to establish the view that the advent of

¹⁵
For more details, please refer to Murullah and Naik,
22 sit., pp.164-169.

¹⁶
We were able to see a few books in Goa. A brief
reference to them has been made after the sub-section on
printing of books. There was another famous book on grammar
of the Bengali language. Its author was Nathaniel Brassey Halhed.
A detailed reference to it has been made in Section - D on
"Certain other books."

¹⁷
John. Murdoch, Education as Missionary Agency in
India, 22 sit., p.23

¹⁸
22 sit p.24

¹⁹
Murullah and Naik, 22 sit state on p.166 that, "... the
honour of having compiled the first school textbooks in
Indian Languages goes to the Missionaries." (p.166)

Christian Missionaries into India quickened the advent of printing press in India. This helped not only in the production of other material in India but also in the printing of early textbooks in India. To establish this we are producing below a description of early printing and printing of books. We will also give certain description of some books used by missionaries after that.

Printing of books

The art of printing was developed first in China in order to meet the requirement for printing religious literature and books for propagation of Buddhism. Although there is a controversy as to the year of printing and the title of the first printed book, yet it is generally believed that the first book was printed in China around 870 A.D. According to Priolkar, " Block printing is believed to have been used for printing portraits of Buddha in 650 A.D. In 1907 Sir Aurel Stein discovered in the Cave of the Thousand Buddhas in China a book entitled Hirak-Sutra which dates back to 868 A.D. This is believed to be the oldest printed book so far known."²⁰

The printing of books in Europe started sometimes during the 15th century. The first available book where the date of the printing has been mentioned as 1457 was developed by first and Schoeffer.²¹ Printing of books in Great Britain on somewhat

²⁰ Priolkar, Anant Kabbai: The Printing Press in India- The Beginnings and Early Development (Bombay: Karathi Samshodhana Mandal -1959) p.1

²¹ ib id p.2

Please also see in this connection USE AND DEVELOPMENT Vol. XXII, No. 3 (Karachi), July, 1980. The whole issue is devoted to various aspects of printing, both early and modern.

big scale started during sixteenth century when a number of printing presses were established. Among the printed books there was a large number of textbooks for use in the schools. In India too the printing of books started sometimes during the middle of the sixteenth century. "In their task of conversion, Jesuits (who arrived first in Goa about the middle of second quarter of sixteenth century), needed quick means of printing and two printing presses were ordered from Europe. These presses arrived in 1550 but nothing seems to have been published till 1557 when " Catechism" by St. Francis Xavier - the first book to be printed in India - was printed and circulated. Stevens, who is believed to be the first Englishman to have lived in India, translated a Portuguese Primer into the local language for use of the college pupils." ²²

Priolker also gives an account of beginning of printing in India. His book mentions, "The credit for preparing the first type of an Indian script goes to Jodo Gonsalves another Spaniard who accompanied Bustamante to Goa... He was the first who made in India types of Malabar letters with which the first books were printed. These types were used for printing of Doctrina Christa in 1578 of which Fr.Souza writes ..'This was the first printed book, which

22

The information has been collected from Bama Margarita, The Indian Press: A History of Growth of Public Opinion in India (London: George Allen and Unwin Ltd., 1940). p.7

India saw born in its own land.²³

The above mentioned information about the beginning of printing in India is more or less corroborated by Menfredo Maciotti's article "The Spread of Printing in the World" published in the July 1980 issue of the UNESCO Newsletter. He writes:

"The beginning of the seventeenth century saw an important contribution to the spread of the press through religious orders... This missionary activity - which was to contribute so much to the spread of printing - had started, as we have seen, with the arrival of the Jesuit press in Goa in 1556, less than fifty years after the conquest of that town by the Portuguese. By 1578, a press in Cailon (India) was printing in Tamil type, while by 1588 the Goa press was printing in Japanese characters.

The Protestant missions contributed their share to the development and diffusion of printing, as exemplified by the Danish Lutherans in Tranquebar, India (where books in Tamil type were issued in 1714), or in Ny Havnshut, Greenland (where printing started in 1793). But perhaps the greatest Protestant mission press was the one in Serampore, India. The story of that press is intimately connected with the life of William Carey appointed in 1801 Professor of Bengali and Sanskrit in Calcutta. Different types were used by Carey for printing various Indic languages between 1801 and 1832, as well as some of the earlier printings in Persian, Burmese and Chinese." ²⁴

Due to various reasons the growth of printing remained slow in India. It has been mentioned in the earlier

²³ Priolkar, A.K.: op cit p.9

²⁴ UNESCO Newsletter op cit p.4

character that the Muslims had a practice of employing Calligraphists to prepare the books and their copies. Visiting India about 1869, the Rev J. Ovington wrote: "Neither they have endeavoured to transcribe the art of printing that would diminish the repote and livelihood of their Scrivans who maintain numerous families by their pen."²⁵

It is obvious that the politico-religious considerations were responsible for the advent of printing press in India. It is believed while the printing press was brought to Goa during mid-sixteenth century as an aid to proselytization, in Bengal, the printing presses were established mainly for political reasons where the East India Company assumed the responsibility for governance. The British felt the need to learn the language of the Indians in order to govern the people more effectively. The first book printed in the Bengali language and script was 'A Grammar of the Bengal Language' prepared by Nathaniel Brassey Halhed who was a Civil servant in the East India Company. The book was printed at Hoogly, (near Calcutta) in 1778.²⁶

²⁵

As given in Berns Margavite, op cit p.9

²⁶

✓ A reference of this book has been given in succeeding pages while specially giving account of certain old textbooks. Gupta R.P. has contributed a detailed article on various aspects and purposes of this book in the Sunday Review of The Times of India (New Delhi), October 26, 1980. This is an enlightening article giving a lot of information about the book and early printing in India.

By the end of eighteenth century a number of printing presses had been established in Bengal.

Since not only the economic but political considerations were also there in the establishment of printing presses, their growth met with mixed reactions. The Indians in the service of the Company were sometimes critical of the administration as it was just trying to tell many false things to the Indians through the printed words. On the other hand, the British feared that the rapid growth of printing presses might act as a catalyst to the growth of political consciousness among Indians, thus jeopardising their politico-economic interests. However, some academic minded people like Elphinstone stressed that the growth of printing press would be an advantage for the spread of popular education and the alleged political risks should not be given importance in this regard. The Indians also reacted to the growth of printing press due to the fact that they feared that the propagation of western influence would weaken the hold of their traditions and their religion on the population. There was a wide spread rumour that the printing ink contained an animal fat, and use of such ink for printing religious books would mar their sanctity. It was found subsequently that these fears were well-founded. The press was one of the factors for growth of political consciousness in India. While the printing press contributed a great deal towards rapid growth of education by producing textbooks etc., it cannot be denied that it also helped in

gaining the national freedom in the long run.

Certain Early Textbooks Used by Missionaries!

We have noted in the foregoing pages that it was in Goa that some tangible work was started by the Church in the field of education in the sixteenth and seventeenth century. There were schools which gave lessons in religious singing, reading and writing. Reading and writing was taught with the aim that the student could grasp catechism. Thus the stress was on religious education. The medium in these schools was invariably Portuguese.

There were generally two kinds of educational institutions. Firstly, there were institutions which gave elementary education to the students. They were generally attached to Churches. Secondly, there were certain seminaries which were established to cater to the need of training native priests in order to teach and preach the Gospel in their land. They were like secondary schools and universities of those days located in big buildings. They gave post-primary education. According to Varde "secondary education²⁷ at that time was confined to such institutions alone"

The books used in both kinds of such institutions

²⁷ Varde, pp cit., p.2

could be deemed as textbooks.

Bible, in general, could be described as the only textbook and the teaching of Bible and life of Jesus Christ was the central theme of all teaching. It would be interesting to note briefly the genesis of textbook in Goa.

When the missionaries came to India, they developed some kind of social relationship with the local people. Because of the social intercourse certain words like Purana etc. were picked up by the missionaries. The local people also picked up certain words of missionaries. The missionaries also picked up the real import and meaning of the words in order to use them for their purpose. They used those words in their earliest books so that they could become more acceptable to the local people. Thus originated the early textbooks used by missionaries in Goa.

The zeal of the missionaries was responsible for the quick production of many books. It is difficult to say which were the eldest books. However, certain references of very

It may be pointed out that during the sixteenth, seventeenth, eighteenth and nineteenth centuries, many kinds of missionaries gave education in Goa. They included Jesuit Priests, Franciscan and Dominican friars, Augustinian and Carmelite monks and Oratorian Priests etc., Varde op cit., p.3. Some places where education was given became very famous. For example, St. Paul's College which was established in sixteenth century became very famous. It was in this college that the first printing press was installed in 1556, and 'Handbook of Christian Doctrine by St. Francis Xavier was printed in 1557'. ib id

early books were available. In this connection, a Tentative Check-list of Indo-Portuguese Imprints, 1556 - 1674* by C.R. Boxer, was published in No.73 (1956) issue of the journal Boletim do Instituto Vasco Da Gama, by the Society named Tipografia Rangel, Bostora, Goa, was an important source of information for us. Boxer gave bibliographical data of 37 Indo-Portuguese imprints published between 1556 and 1764. He pointed out that the check-list did not contain all the Indo-Portuguese imprints, published between 1556 and 1764 but claimed that the check-list provided by him was fuller and more accurate than any compiled by that time. According to Boxer the first Indo-Portuguese book published in Goa in October 1556 was Conclusões da logica philosophia. Another book that was printed in Goa in 1557 was Doctrina Christae. Boxer stated that this book was prepared in Portuguese by St. Francis Xavier from the Catechism published by the historian Joao de Barros at Lisbon in 1573. Another book entitled Doctrina Christae or Catechism (Cartilha) printed probably in Marathi - Konkani, mentioned by Boxer, is said to have been published at some date between October 1556 and December 1561.

An old Seminary at Rachol (Goa), which was built by Jesuits during 1606 to 1610 is still functioning. A leaflet entitled ²⁹ "Seminario De Rachol" gives the following interesting account about printing of books for instructions

²⁹
The printed leaflet was provided to us by the Rector of the Rachol Seminary when we visited Goa in December 1940 for collection of data for the Project. This was published around the year 1939.

in Goa during the seventeenth century.

" In this very building a printing press was functioning in the XVII century, the third in Goa and the fourth in Asia. The first book to be printed was the Christian Purana (1616) by T. Stephens and the last one degras de Companhia (1674). During this long span of 58 years, altogether 16 books were brought out, among them Christian Doctrine in Konkani (1622) and Konkani Grammar (1640), both by T. Stephens".

According to Boxer, no surviving copy of the Christian Purana, which was first published in 1616, and later on published in 1649 and 1654 is available. However, we found a handwritten manuscript copy of this book perhaps recorded in later years in the Central Library, Panaji (Goa). Even after discussion with certain learned persons in ³⁰Goa, it could not become clear whether this book was used as a Textbook. However, it appears from all other circumstantial evidences that this book was used in Churches and Seminaries to give pupils lessons in theology. As such, it could partly be described as a textbook or a Teachers' Guide for the teachers who were generally the priests.

30

In this connection, we must specially mention the name of Mgr. Carmoada Silva of Immaculate Conception Church, Panaji, Goa, who had a long and enlightening discussion with him on the various aspects of the problem for which we thank him.

Below we are giving some description of certain books both in manuscript form as well as in printed form which were in Church schools and Seminaries.

1. Christian Doctrine in Konkani (Devina Christom Lingoa Bramana Canarin) Composed by Father Thomas Stephens (Rachol, Goa, Rachol Seminary, 1622).

This book was supposed to be one of the earliest books which was written by the missionaries in Goa in order to teach theology to the students although the Rachol Seminary published it in 1622. It is difficult to say when the first book on the Christian Doctrine was composed and by whom, for, there are no clear evidences available on it. It may be pointed out that the Christian Doctrine was the very basis of teaching, and according to one available reference it was first written at some date between October 1556 and December 31 1561. The very nature of book was such that no single person could be stated to be its original author because the material was generally taken from the Bible and the life story of Jesus Christ. In fact, this book represented Catechism and there were different Catechisms used by different sets of Christians. It may also be further stated that it was not only prepared in portugese but also in the dialect spoken by Goans like Marathi-Konkani etc.

This book was meant, by and large, to initiate

31
Boxer, C.R. "A Tentative Check-list of Indo Portuguese Imprints, 1536-1674". Colatin Do Instituto Vasco da Gama, No. 71 (Bastora, Goa: Tipografia Kengal, 1956) p.20.

the children of the
local population
into the teachings
of christianity.
This was written
in the form of
easy dialogues
so that the students
could not possess it
like a modern textbook.
It was generally
taught by the
priests in
Catechisms in the
institutions. The
printing was quite
attractive but there
were no illustrations.
The accompanying
photograph⁽⁶⁾ gives us
an idea about the
style of early printing
~~can be found.~~

(6)

DOVTRI

NA CHRISTAM EM LINGOA
BRAMANA CANARIM.

Ordenada amaneira de Dia-
logo, pera ensinar os
mininos.

Cõposta pollo Padre Thomas Este
uaõ da Companhia de IESVS.
natural de Lõdres.



Empressa no Collegio de Rachol da
Cõpanhia de IESVS Anno. 1622.

Over page of one of the earliest books
printed and used by missionaries in India

2. Konkani Grammar (Iesus Maria Arte Da Lingoa Canarim) 1640).
Composed by Thomas Stephens, (Rachol, Goa, Rachol Seminary,)

³³
This is another book

which was prepared
in the early seventeenth century for
better communication
among the local people
and the missionaries.

This could be described as a textbook
in the sense that
this was used for
those students in
Seminaries also who
were to be trained
as priests for propagation of the
Gospel in the native
language. The book
has three parts meant
to teach alphabets,
phrases and syntax.

The accompanying
photograph³⁴ shows the
title page of the
book.

***** (7) *****



Title page of another book used by missionaries in Goa in early 17th century *****

³³
According to Priolker On git p.18, "This was originally written by Fr. Thomas Stephens and revised and enlarged by Fr. Diogo Ribeiro. The language spoken by the common people of Goa is here styled as Lingoa Canarim. This book was printed at Ignatius College, Rachol. A second edition of the book was published by Mr. Cunha Rivara in 1858 in Goa. A copy of the first edition is available in the National Library Lisbon".

³⁴
Ibid pp.27-28

³⁵
The photocopy has been taken from Boxer, C.A. pp. 218

The above stated references to two books do not mean that these were the only books which were prepared during that period. In fact, three printing presses were working in Goa alone during this period and their main purpose was to publish propaganda material of missionaries in which books, educational as well others, occupied a prominent place. As already stated, in the printing press of the Rachol Seminary alone, sixteen books were brought out from the year 1616 to 1640.

There were many books were published in the eighteenth and nineteenth centuries by the missionaries. We were able to see some of these books ourselves in the Central Library, Panaji, Goa. Some of these books were in manuscript form and some were in printed form. Below we are giving brief references of three books which were used as textbooks during the eighteenth and nineteenth centuries.

Below we are also giving very brief write-ups of the two textbooks in manuscript form which, we were told, were used in educational institutions in nineteenth century.

I. (i) Author's Name : VEIGA, A.M. Soares

(ii) Title: Historia do Reino de Portugal (History of the Portuguese Kingdom).

(iii) Place of Publication: Manuscript written in Panaji-Goa, the then "Nova-Goa".

36
Taken from a handbill published by the Rachol Seminary around the year 1980. Please also see, De Costa, Clelio Manuel, Literatura Goesa (A Pontanista bio-bibliografica para a sua historia) (Lisboa: Agencia - Geral De Ultramar, 1967). This book contains references and bibliographical data of numerous books published in Goa. We also had a useful discussion with the author on certain aspects of our problem. We thank him for it.

Please also refer to Priolkar, op.cit p.17-18, for some details about certain books which have been published in Goa in the seventeenth century.

(iv) Publisher or Calligrapher - Illegible

(v) Year of writing: 1842

This book was a textbook for the students of "Escola Normal" (Teacher's Training College), for the 2nd year students. The book is an history of Portugal and its domains, with special information on the then Estado da India (Portuguese India) and Goa as its capital (Goa was then known Estado da India and its capital was Nova-Goa or Goa, the present day Panaji). The book has also a chronological list of the important events which took place in Goa from 1741 to 1776. There are three pages with geometrical diagrams. It has 29 chapters. No exercises are given.

II. (i) Author : VEIGA, A.M. Soares

(ii) Title: Historia Universal antiga e Moderna (World History).

(iii) Place of Publication: Illegible but probably it is Goa (Panaji). #

(iv) Publisher or calligrapher : Illegible

(v) Year of writing: Illegible

This book has no title page and as such much cannot be known from the book. Probably it too was used as textbook since it is by the same author as that of the book - Historia do Reino de Portugal. It has more than 930 pages. Each chapter covers a single country of the world. No illustrations are given in the book. Exercises have also not been given.

C. MISSIONARIES AND THEIR EDUCATIONAL EFFORTS IN INDIA
TO THE YEAR 1857

We have briefly noted the efforts of the missionaries and have stated that during the period the missionaries did some work in education. It was also noted that the missionaries possibly produced the first printed textbook in India.

They represented the first type of private non-official efforts in education during the period. The other two non-official efforts were made by:

1. British officials and non-officials
2. Certain prominent Indians

Below, we will deal with them very briefly.

1. Educational efforts by British Officials and non-officials

There were numerous persons who made such efforts. The most important among them were David Hare, a British gentleman, who made his educational efforts in Bengal and Mount Stuart Elphinstone and Prof. Patton who made their educational efforts in Bombay.

David Hare felt that because of the centuries of misrule in India, the country had plunged in complete darkness. He felt that European learning and science could alone change the conditions of India for the better. Because of these feelings he took a keen interest in the educational fields.

He not only supported the advancement of primary education in India, but also helped in the establishment of certain institutions. He was the Secretary to the Calcutta School Society which was doing good work in the field of education. David Hare College in Calcutta is a testimony to his interest in education.

Not only did he take interest in his own educational efforts but he also encouraged others in making educational efforts. For example, he gave financial help to the Calcutta School Book Society which later on produced a number of school textbooks which were widely used in the educational institutions in Bengal.

While David Hare was a great pioneer in the field of education in Bengal, more or less similar efforts³⁸ were being made during that period by Mount Stuart Elphinstone and Prof. Patton in Bombay. Elphinstone played a prominent role in the creation of the Bombay Native Education Society (1822-40) which did useful work in the field of Indian education. This society created a special committee, namely, Native School and School Book Committee. The main aims of

³⁸There was, however, one difference between the efforts of David Hare on the one hand and Mount Stuart Elphinstone and Prof. Patton on the other. While David Hare also took interest in the direct establishment of certain educational institutions apart from encouraging the Indians in this direction, Mount Stuart Elphinstone did not take interest in the direct establishment of educational institutions. He only encouraged Indians to establish such institutions.

this Committee were to create more facilities for the education of the Indian children and to develop textbooks and other instructional materials for the use of children in schools.

The work of this committee grew enormously and also became so popular within a short time that this committee was enlarged in its aims and scope. It was reconstituted into a new society called the Bombay Native School Book and School Society. In later days, that is, by 1827 this society came to be known by a smaller name viz., the Bombay Native Education Society. This Society prepared and produced a number of school textbooks which were used in various educational institutions in subsequent years³⁹. The authors were able to see a number of reports of various meetings of the Bombay Native Education Society in the Library of the Asiatic Society of Bombay. About a dozen reports which were brought out from the year 1824 to 1839 should specifically be mentioned in this regard. Some reports were not in printed form. For example the report for the year 1823-24 was handwritten. These reports give a vivid picture of the work done in the area of textbook by this society during that period. The fifth report of the society of the year 1828-29

published in 1830 gives the following list on pages 10-11 of various titles of the books published and also the number of copies of each title.

Books printed since the last meeting

Arī Murāthā

| | |
|---|-------------|
| Esop's Fables or Naati Kutha | 1000 copies |
| Berquin's children's Friend, 1 Vol. | 2000 copies |
| A Muratha Dictionary for the use of the natives | 500 copies |
| Translation of Grant Duff's History of the Murathas | 2000 copies |
| Mathematics, a course of, in 2 vols | 1000 copies |
| Arithmetic, translated from the works of Hutton and Bonnycastle with a Treatise on Book-keeping | 1000 copies |
| Preliminary Treatise to the Library of useful knowledge | 500 copies |

Gujaratee

| | |
|---|-------------|
| Arithmetic, translated from Hutton's and Bonnycastle's works with a treatise on book-keeping in printing hand | 1000 copies |
| Arithmetic, translated from Hutton's and Bonnycastle's works with a treatise on book-keeping in script hand | 1000 copies |
| Esop's Fables, or Naati Kutha | 1000 copies |
| Mathematics, a course of, in 2 vols | 1000 copies |
| Preliminary Treatise to the Library of useful knowledge | 500 copies |

Persian

| | |
|---------------------------|------------|
| Tareekhī Hīgarīstan | 300 copies |
| Dawani Hāfiz | 300 copies |
| Yuseofah Zuleekha of Jani | 260 copies |
| An Insha | 260 copies |

Hindoostanee

| | |
|--------------------------------------|------------|
| Tytler's Elements of General History | 750 copies |
|--------------------------------------|------------|

The list given on previous page shows that the society was publishing books in various vernacular languages like Marathi, Gujarati, Hindustani and Persian etc. Thus, it can be deemed that the contribution of this society was quite significant.

2.

2. Indian Individuals

The non-official efforts were further supplemented by certain well-known Indians. In this regard the first name which comes to mind is that of Raja Ram Mohan Rai (1772-1833). He advocated forcefully the cause of learning English language, Western Arts, Sciences and Literature. Not only did he help in raising certain institutions giving this type of education, but also wrote certain books in Bengali on grammar, geography, geometry and astronomy to fulfil the same purpose.

Similarly, in Bombay the Mr. Jagannath Shankarset (1803-1864) played good role in spread of education of western knowledge. Unlike Raja Ram Mohan Rai, he was opposed to the use of English language as medium of instructions. He helped in the translation of a number of Western books in Marathi, thus helping the cause of education. Some of these books were widely used in the educational institutions of Bombay.

D CERTAIN OTHER BOOKS 1700-1812

We have already referred to the various educational efforts made by the various agencies in brief. We have also referred to certain textbooks used in the schools run by the Christian Missionaries during the seventeenth, eighteenth and nineteenth centuries. We are commenting upon some of the other textbooks used in the seventeenth and eighteenth centuries in this section. In this section we are also referring to certain books published and used during this period although they were not textbooks in the strict sense of the word. However, they were used as reference books by the students and hence could be considered very akin to textbooks. Secondly, these books could give us some glimpses about the style of printing, paper used, binding, illustration, and certain other features of the textbook. It may be pointed out that some of these books were printed and published in U.K. but were used in India also.

- 1) The History of the World in Six Books by Sir Walter Raleigh, Knight (London, Printed for Robert White, T. Baffot, W. Wright, J. Chilwell, W. Jones and T. Innes, 1677).

This was the oldest book which we could locate in the (Nardinge) Municipal Public Library, Delhi, in our long search of old books. In this search we found again and again that such a tradition of preserving old textbooks was almost missing

⁴¹
in India. The credit for preserving such an old book, which was published more than 300 hundred years ago, goes to the staff of this library.

This book was not a textbook in the strict sense of the word. However, this book was used as a reference book of History of the World both by the students and the teachers of the schools and the colleges. A glimpse of the title page of this book is given on the next page. It shows that the title page gives the reference about the five books which it contains. The name of the author, the place of publication, the year of publication and the name of the publisher are also given on the title page.

⁴¹
In this regard we would like to state an interesting experience. Whenever, we visited certain libraries of old educational institutions for locating certain old textbooks, we were invariably told that the libraries did not preserve such old textbooks. It was generally stated to us that as soon as certain old textbooks became obsolete and were not of much use for students they were destroyed and deleted from the stock register in order to provide space for the new books and fresh arrivals. Thus the search for old textbooks often proved to be wild goose chase for us.

(8)

THE
HISTORY
OF THE
WORLD.
IN FIVE BOOKS.

THE FIRST.

Intreating of the Beginning and first Ages of the same, from the
Creation unto ABRAHAM.

THE SECOND,

Of the Times from the Birth of ABRAHAM to the destruction
of the Temple of SOLOMON.

THE THIRD.

From the destruction of JERUSALEM to the time of PHILIP
of MACEDON.

THE FOURTH

From the Reign of PHILIP of MACEDON, to the establish-
ing of that Kingdom in the Race of ANTIOCHUS.

THE FIFTH,

From the settled Rule of ALEXANDER'S Successors in the
East, until the ROMANS prevailing over all, made Con-
quest of ASIA and MACEDON.

By Sir WALTER RALLOCH, Knight.

L O N D O N,

Printed for Robert White, T. Bajer, J. Wright, R. Clifwell,
G. Dawkins and T. Sawbridge. 1677.

A photocopy of the title page of a seventeenth century book.

The style of beginning the first page of first chapter also appears to be very distinct from what we find in present day books. While the title of the book was also repeated on the first page of the first chapter, the page was divided into two parts with a line in the centre of the page for writing the subject matter. The first letter of the first word was also given a very artistic and aesthetic look. These characteristics are quite obvious from the following photograph (16)

(16)



THE
FIRST PART
OF THE
HISTORY
OF THE
WORLD.

Intreating of the Beginning and first Ages of
the same, from the Creation unto *Abraham*.

The FIRST BOOK.

CHAP. I.

Of the Creation and Preservation of the World.

SECT. I.

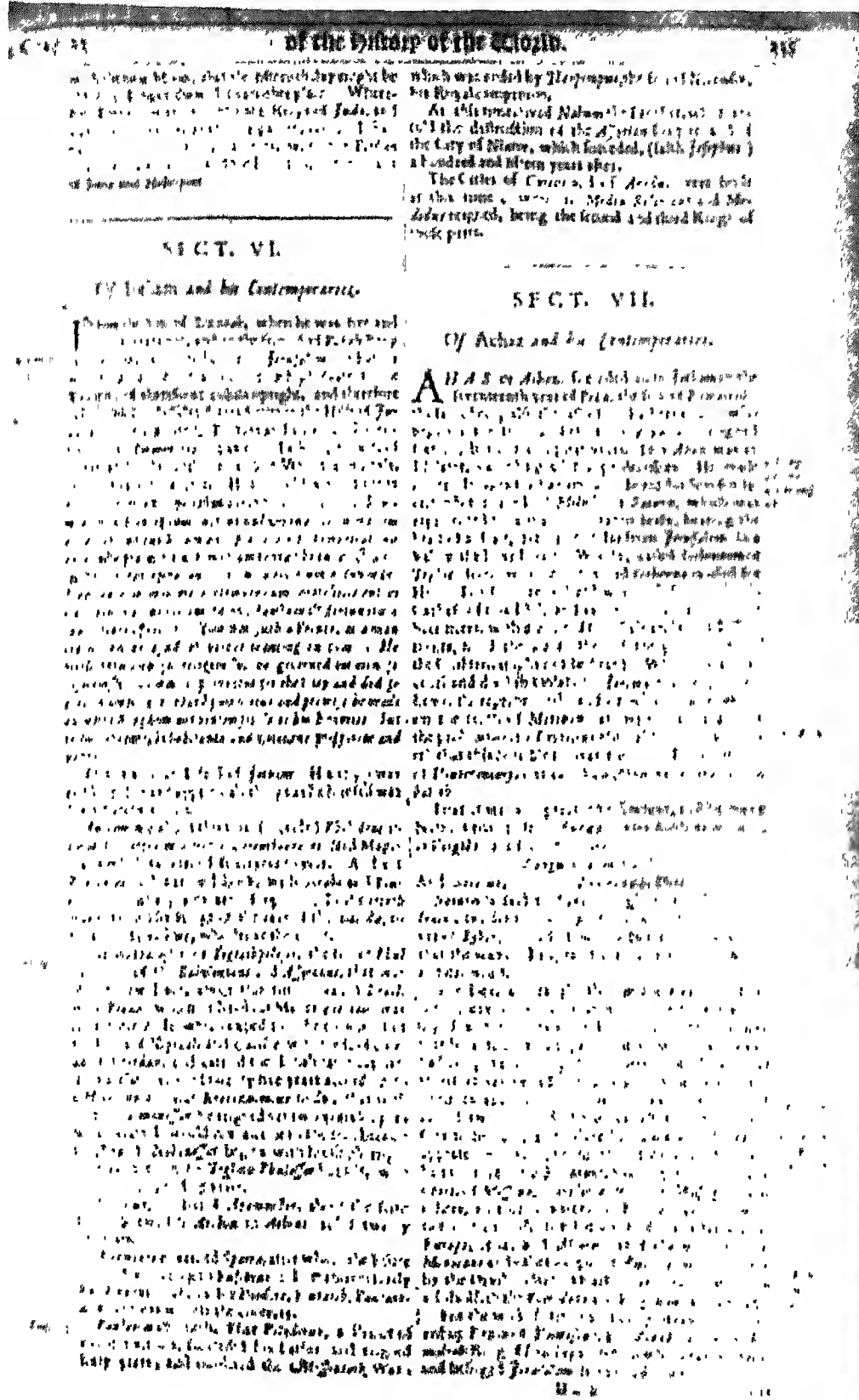
That the Infirmity to sin began in Adam.



First page of the first chapter
of the *History of the World*.

The subject matter in the textbook was well organised into sections and paragraphs etc. The following photograph (11) shows the organisation of the subject matter at one page of the book.

(11)



Certain other comments on the various aspects of the book are as follows:

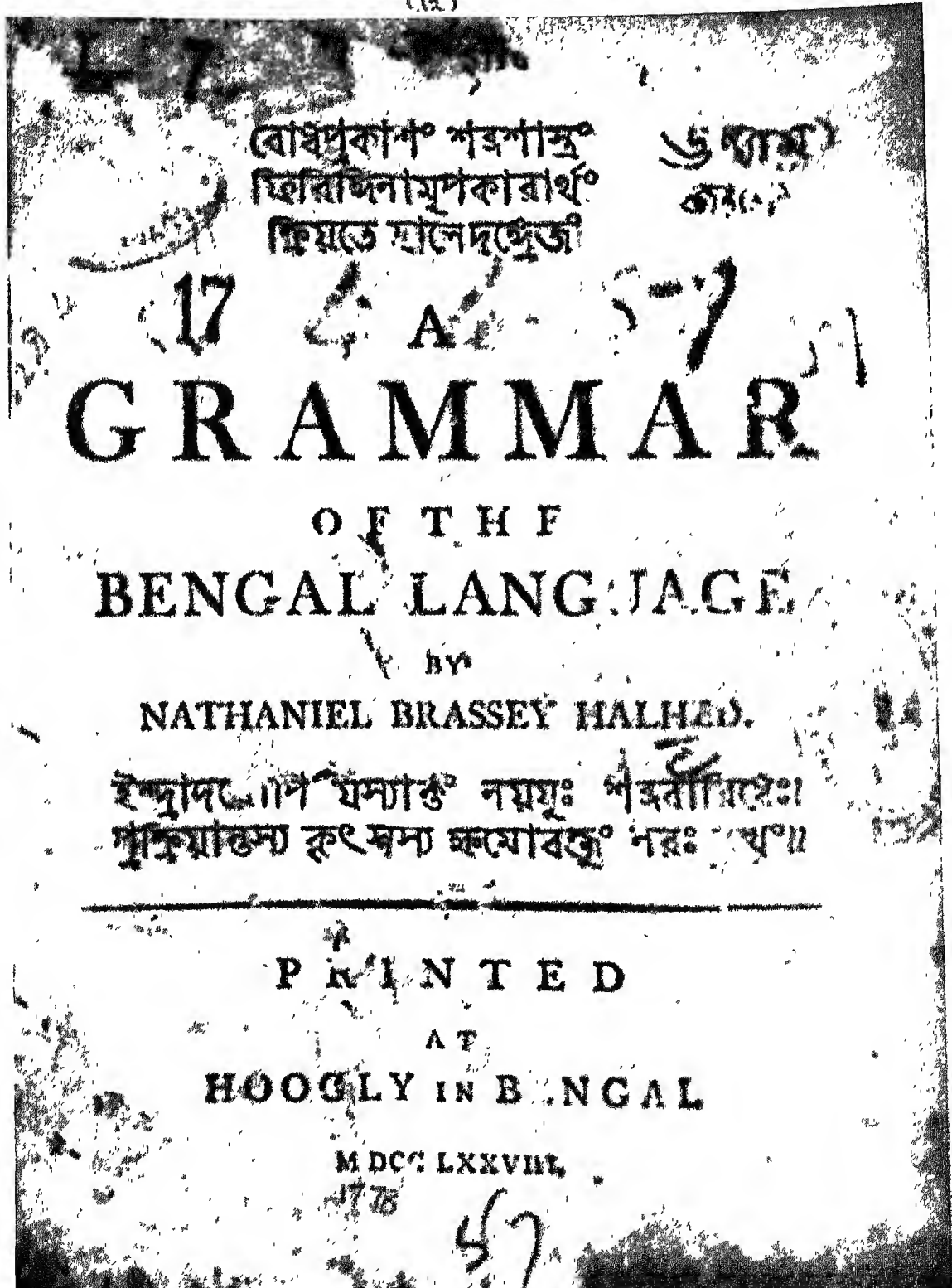
- (i) The size of the book was approximately 12"x9".
In modern times such large size books are generally not prepared.
- (ii) As is obvious from foregoing photographs, different type sizes have been used for chapter headings, headings of sub titles, text of the book and notes in the margins etc.
- (iii) From a perusal of this book it is also clear that during those days the textual material was not supplemented much with illustrations. We were able to locate only two illustrations in this book. This was perhaps due to the fact that by that time the method of preparation and printing of illustration had not been developed much.
- (iv) We were not able to find any exercises for the students in this book. This could perhaps be due to the fact that this was not strictly speaking a textbook. But the conclusion gets fortified from certain textbooks of later period which have been mentioned in the succeeding section.

II. A Grammar of the Bengali Language by Nathaniel Brassey (Calcutta: Hooghly in Bengal, 1778).

This is one of the earliest books printed in India which became available to us in the National Library, Calcutta. This book relates to the teaching of grammar of Bengali language

in schools. It is believed that this book was written initially to help the missionaries in their work. However, this was used by other educational institutions also. An idea about the English and Bengali printing in those days can be formed on the basis of the photograph⁽¹²⁾ of the title page of this book given below.

Title page of a very early textbook printed in India believed to be the first in Bengali, giving an idea of English and Bengali printing



Certain other comments

The table of contents was prepared in a distinct way. The chapter numbers were given in the middle. This can be observed from the photograph⁽¹³⁾ of the page of the table of content.

(13)

AA01

The C O N T E N T S.

XXXXXXXXXXXX

| | CHAP. I. | Pages |
|--------------------------------|-------------|-------|
| Of the Elements. | — — — | 1 |
| | CHAP. II. | |
| Of Nouns. | — — — | 46 |
| | CHAP. III. | |
| Of Pronouns. | — — — | 75 |
| | CHAP. IV. | |
| Of Verbs. | — — — | 100 |
| | CHAP. V. | |
| Of Attributes and Relations. | — — — | 143 |
| | CHAP. VI. | |
| Of Numbers. | — — — | 159 |
| | CHAP. VII. | |
| Of Syntax. | — — — | 177 |
| | CHAP. VIII. | |
| Of Orthoepey and Verification. | — — — | 190 |
| APPENDIX. | — — — | 207 |

E R R A T A.

Table of content given in an early printed textbook

The printing style also looked to be old fashioned. For example letter "s" is written in a way which is not used now a days. This can be seen from the word "spoke" in the first line from the photograph given below. Similarly it can also be seen that a new chapter starts from the same page where the previous chapter ends. This is also obvious from the photograph⁽¹¹⁾ given below:

(14)

46 A G R A M M A R O F T H E

'Thus spoke the Lord of Life, and vanished.
'Sondatt having received this favour from the Eternal,
'Returned exulting to his own family.
'Thus by the help of the great Deity, Bhooreshteebaa van-
quished Satvakee.
'And this hath explained to you the circumstances of his fall.

C H A P T E R II.

O F S U B S T A N T I V E S .

Genders are the first attribute of substantives, and are usually divided into three classes; the masculine, the feminine and the neuter; under which are included the subordinate and compound genders. In the Sanskrit language (equally refined with either the Arabic or the Greek) these three distinctions are preserved in their common number and order.

पुंनिञ्ज poongleengo is the masculine,

स्त्रीनिञ्ज streeleengo the feminine, and

नपुंसक नपोongfoko, or क्लीबनिञ्ज kleeewoleengo the neuter.

The Authors of this threefold division of genders and of their

II EDUCATION AND TEXTBOOKS 1813-1853

As has already been stated, the educational clause of 1813 committed the Government for the education of the Indian people. As an initial step the Government set apart Rupees one lakh for the education of the Indian people. However, when the time to spend this money came, a number of controversies arose. Thus the State system of education could not be initiated immediately. After some initial troubles, this was initiated in India in 1823. The State system of education continued to expand till 1833, when new controversies arose thus putting certain new road blocks in the expansion of education. It was during this period that the famous controversies arose between Macaulay, who stood for English education through English medium and his adversaries who respectively stood for oriental education through the medium of classical languages on the one hand and education through vernacular. These controversies put the educational clock a little back. Nevertheless, there were certain educational ventures which had been undertaken. These ventures continued in the thirties of the nineteenth century. It was only during the forties of that century that there were certain glimpses about the emergence of some sound thinking regarding the preparation and use of textbooks in vernaculars in India. It was evident from certain extracts of the reports of 1840-41 to 1841-42 which were devoted to the subject of preparing a series of vernacular classbooks. It may be pointed out that after 1823 a lot of discussion was going on not only

about the medium of instruction and subjects of study but also about the preparation of school level textbooks. This discussion was going on both in the Government as well as in private educational circles. It was during such a period that these reports were circulated. A detailed mention of these reports is found in J.A. Richey's Selection from Educational Records, Part II, printed by the Superintendent of Government Printing, Calcutta, 1922. These reports laid down certain clear resolutions in regard to the preparation of a series of vernacular classbooks. They were as follows:

Firstly - That the works to be rendered into the Vernacular languages should be first prepared in English suited to the circumstances of this country; as by these means the same works might be translated into the languages of the various kingdoms and provinces of India, and thus impart a character of uniformity to the whole educational system.

Secondly- That these works should be collected from existing treatises with the exception of the Spelling Book, Grammar and Dictionary (for reference), and Vocabulary; to be committed to memory in order to impress on the mind the meaning and derivation of the principal words. These last are not to be prepared first in English.

Thirdly - That the Local Arithmetic, and Accounts of the Province, should form one of the first subjects of study, and that this treatise should be at once prepared without being previously written in English. But such Local Arithmetic must be adapted to the European system of study (including the rule of proportions with fractions decimal as well as vulgar, and the extraction of the square and cube roots) though expressed in the forms, tables and numbers, peculiar to the locality.

Fourthly - That the first work to be prepared in English, and rendered into the Vernacular, should be a Reader of about 100 pages, conveying valuable instruction in the simplest language.

Fifthly - That then should follow:-

The History of the Province or Kingdom in which the Seminary is located.

An Etymological View of the Rise, Progress, and Fall of Kingdoms and Empires.

A Compendium of General Geography with a view to leading Statistical facts.

A History of India.

History of England.

A description of the Wonders of Nature and Art in India.

Sixthly - That while the aggregate of all the works should not exceed an amount which would allow a rate of 250 duodecimo pages to each, that limit should not be enforced for such particular work (say for instance General History and the History of India, which may be imperfect if so limited) as may require more space.

Seventhly - That during the preparation of this Series, approved existing works, should be brought into use.

Eighthly - That all the above works should be taught only in the Vernacular Institutions; and only until the further plan approved, and in preparation, is matured.

56. We have subsequently taken further measures to bring the further plan approved to maturity, by the selection of particular individuals for the preparation of some works, and by general invitation in those directions where we had no success, for the preparation of others. The results of these will be narrated in their proper place in our next Report. We have duly furnished the Madras and Bombay Governments, and the Local Vernacular Gazettes, with copies of our proceedings on this subject."

Thus it will be seen from the long quotation given above that certain sound thinking about the preparation of use of vernacular textbooks was emerging after 1840. During this period the British India was divided into five provinces viz., the Presidency of Bengal, the Presidency of Bombay, the Presidency

of Madras, the North-West Provinces (N.W.P.) and the Province of the Punjab. A very brief account of textbook development programmes in the main three Provinces is given below:

Bengal: The Government through the General Committee on Public Instructions encouraged publication of many books of Sanskrit and Arabic. Moreover, some European scientific books were translated into Indian Classical languages with a view to giving scientific education to Indians. These books were recommended as textbooks. However, this policy of writing and translating books in classical languages soon came under attack from some of the Indians like Raja Ram Mohan Roy on the one hand and some of the Englishmen including the Court of Directors itself on the other. This gave rise to some controversies which gave a set back in the textbook development programme in the State. Apart from the work of the General Committee on Public Instructions, the non-officials were also contributing their mite in this area. The contribution of the Calcutta School Book Committee can specially be mentioned in this regard. It not only developed some of its own books but distributed more than one lakh copies of ^{various} school books to school students between 1817 to 1871 ^{above}.

Bombay: The Government sanctioned a grant of Rs.500/- per month to the Bombay Native Education Society for compiling and selecting school books. The work of this Committee increased very rapidly. It published about 50,000 of books by this year 1853 at a cost of Rs. 1.50 lakhs.⁴² The Government also paid

attention towards the publication and writing of moral and scientific books in Indian languages.

Madras: From the year 1828 the Government started giving grant of Rs.700/- per month to the Madras school book society. The Government proposed further expansion of elementary education and to improve its quality by the multiplication and diffusion of useful books in the Native languages.

In the Presidency of Madras, Sir Thomas Munro, the Governor of Madras took keen interest in the education of the people. He gave a number of ideas on education in some documents. He felt that the Indian people should be educated by the British Government at its expenses. He proposed a number of steps for educating the people in 1828. He wanted that Rs.700.00 per month should be placed at the disposal of Madras School Book Society initially for some publication work. Although his proposals were sanctioned by the Court of Directors in 1828, not much work could be started on his proposals. The reason was the Court of Directors wanted English education to prevail in Madras. Because of this confusion in the policy, not much work could be done in respect of development of textbooks.

North West Frontier Province: The educational institutions of this province were under the control of the Bengal Government. The Province took over the educational administration of its from Bengal in 1943. The textbook development programmes in the Province as such were in the very initial stage. By 1853 not much work was done in this area in the Province.

Punjab - This Province was created in the year 1849. As such the textbook development programme of its own was at the initial stage.

Actual Textbooks: It is difficult to imagine any actual picture of the textbook in use during the period under study. As already stated, there is a lack of tradition in India to keep old textbooks either in school libraries or in Archives. So, in spite of our best efforts we could not find various textbooks in various subjects of this period. However, we were able to see some textbooks in National Library, Calcutta which were printed during this period. These books were, in a very bad shape. A very brief idea of these textbooks can be formed on the basis of the scanty description given below:

1. Rasn's Fables (in Gujarati) by Rajkumal, Rupushastri Pandya (Translator) (Bombay: Mumbai, Shikshamandtheena, Press, 1818).

This was a popular textbook which was used in schools in those days. This book was a collection of interesting and instructive short stories which appealed to the students very much. This was a widely used book.

An idea of Gujarati textbook printing as also the organisation and presentation of content in early nineteenth century can be formed on the basis of the photograph given on next page.

2. Petro - Compende or Book of letters by J.D. Pearson (Calcutta: printed for the Calcutta School - Book Society, at the School Press Dhuruntula, 1820).

This book is another old textbook which we could lay our hands on in the National Library, Calcutta. This book

(15)

(२४)

(२४)

पारधी २३

पारधी खने पक्षी

कोई एक पारधी पक्षी झांसवाने जाळ बांध
। हनो. त्यांचा पासना झाड उपर एक पक्षी
। हनु. तेणें पारधीने पुच्छ. खरे बांधा तुं चा
करव. पारधी उत्तर करेके. या तनारे प
। नि रेहेवाने माटे सेहेर करे के. आनां जे प
। आधीने रेहेसे, तेनें. कयो बातन दुःख पड
र नवी. अद्यां चारां हे, पाणी हे, रेहेवा
वाले सारां सारां ठेकाणां हे, सुवाने माटे स
ळां खने झांझां एकां विझांनां हे, सारी सा
जीवां हे, पक्षीं ते सचळ सुखं मान्य. खने
रधीने जाळ बांधीनें बंध, त्वार पक्षी ते पक्षी
वां बांध. ते जाळमां बंधाथ. खनें दुःख पा
रा लागु त्वारे त्यांचा वणा पक्षी बांधा तेनें
केहेवा लाग्यु जे, खरे सभाळजे या जाळ हे
मां डं पडवो व. खनें पारधी तननें मोड
। नांजणे, माटे तने तेन, वचन खरे मान्यो न
ही

ही खने विजां सचळां पक्षीयेनें या समाचार व
रस्परस जणांजो. वेचार बरोसे पारधी बांधो
त्यांचा बांधो. त्वारे तेनें पक्षी केहेके, खरे ठग
तें झुनें तो ठग्यो. पण खरे मनमां निखय मन
जजे जे, खरेची तारा या सुंदर चरमां विजां कां
पक्षी बांधनार नवी.

सार-

धुननें जोळव्यो नवी त्यांचा सुधी ते जोको
नें ठगो जायके, पण एकवार तेना स्वहपनें झा
न थप एटले पक्षी लोक तेनें पाळीये पण
या रेहेवा नवी.

पारधी २४

विश्व खने देवकु

एक विश्व सरोवर उपर पाणी पिकांनें नवी व
ता, त्यांचा देवकावो धन्य मान्यीनें बांधजा, व

A constant page from an early 19th century
popular textbook printed in Calcutta

was printed in Bengali, and was published by the Calcutta
School-Book Society in 1820. A reference to this society
has already been made in the preceding pages.

This book was meant for post primary students in order
to teach them letter writing, essay writing, application
writing etc.

The paper used for the printing of textbook in those days was quite ordinary. The printing was also of very ordinary type.

3. A Course of Mathematics in the Marathi Languages (In English and Marathi) translated from the works of Dr. Charles Hutton by Captain George Ritse Ternis (Bombay: Bombay Engineers: 1827).

This was an important textbook which was used in educational institutions during the early nineteenth century.

This book is in six parts. All the parts are given in the same book. Below we are giving certain comments on the various aspects of this textbook. These comments on the various aspects of this textbook. These comments will help us in getting an insight into the style of a mathematics textbook used in those days.

Selection of Content

This book in Marathi was a translation of the English book produced in England. As such, when it was prescribed in India it might not have been based on a pre-planned Indian syllabus. Rather the syllabus, if any, might have been derived from the book itself.⁴³

Organization and Presentation of the Content

The content has been organized into chapters. In chapters, there are examples, explanations and exercises. The answer to each problem or exercise has been given just below each problem or exercise. Footnotes have been frequently

⁴³ During those days many textbooks prepared in England for British children were imported in India. Quite often they were translated into Indian languages and prescribed in Indian schools. It was a general criticism that as the Indian conditions and background was never taken into consideration, they ill suited the Indian students.

given for giving explanations etc.

Illustrations

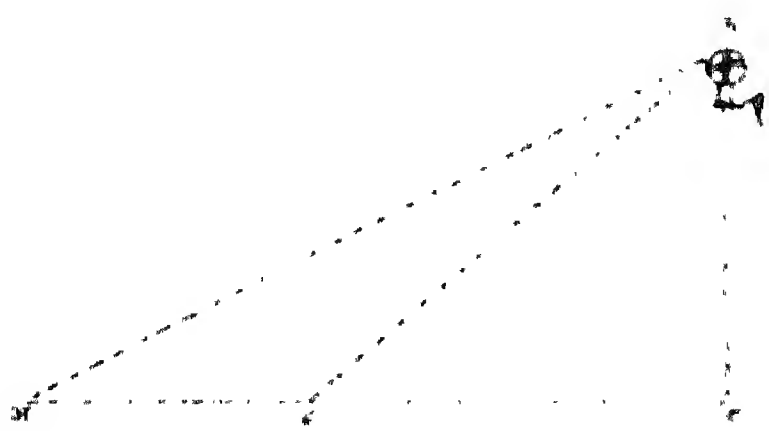
There are a few illustrations in the parts of the book on Geometry, Trigonometry etc. There are only simple line diagrams but the diagrams are quite clear. An idea of it can be formed from the photograph⁽¹⁶⁾ given below :

(16)

(४४)

भूमिती कृत्य रीतीने

भूमीची समपातळी दाखवाय़ा करितां एक सरळरेष कर. या रेषेवर दोन स्थळें दाखवाय़ा करितां स्केलावरून ८८० या उंचीवर अ आणि ब बिन्दे कर. हा दोन कोनांची माप स्थळें दाखवितील ; आतां अ बिन्हावर १५° या ८ अ कर ; नंतर ब बिन्हावर ६४° या ८ ब कर ; आता या दोन कोन रेषा जेथें मिळती त ते बुझावे शिखराचें स्थळ होईल ; तेथून पाया सरळ रेषेवर लव उतार. स्प्रिंग जे ती लांबी आणि उंची कळेल ; स्प्रिंग स्केलावरून मापिता अक १८३१ बक १०४१ आणि उक ०३६.



Details:

The title of the book, the author's and translator's names and the year of publication have been given on the title page. There is no mention of publisher, printer and copyright. This can be seen from the two photographs of title page of English version and Marathi version given below.

(17)

College of Fort William

COURSE

OF

MATHEMATICS

IN THE

MARATHA LANGUAGE,

CONSISTING OF

ELEMENTS OF ALGEBRA,

APPLICATION OF ALGEBRA TO

LOGARITHMS,

GEOMETRY,

ELEMENTS OF GEOMETRY,

PLANE TRIGONOMETRY,

MEASUREMENT:

WITH

TABLES OF LOGARITHMS.

TRANSLATED

FROM THE WORKS OF

DR. CHARLES HUTTON,

BY

Captain George Alno Jarvis,

ENGINEER.

BOMBAY:

1827.



This page of English version of a textbook of Mathematics of early 19th century

शिक्षामाला

महाराष्ट्र भाषेत,

ज्ञात

बीजगणित.

लाघतंम.

आदिकारण भूमिति.

बीजभूमिति संगतीकरण.

मरकशेष त्रिकोणमिति.

भूमावन.

आणि

लाघतंमाचे कोष्टक.

— X —

याचे मूळ पुस्तक इंग्रजी भाषेत आहत्याचा कवि

डांकतर चार्ल्स डट्टन.

त्या पुस्तकाचे भाषांतर

क्यापटन जार्ज जार्विस माहेश्वर

इंग्लेस

याणी महाराष्ट्र भाषेत केले



मुंबई:

१८२७.

Title page of the same book in its Marathi version

The class or classes for which the book is meant has not been mentioned anywhere. No preface, foreword and introduction has been given in the book.

Back pages

In the back pages, tables of logarithms have been given. There is no glossary and index in the back pages.

Physical aspects

This is a printed book. The printing is clear but not very sharp. The quality of paper is good. This book which was published in 1827 is still in good condition in so far as the quality of paper and printing is concerned.

4. History of England (translated for the Bombay Native Education Society into the Marathi Language, Vol. I, II; Poona; Lithographed at the Press of the Department of Public Instruction; 1832).

This is another textbook of the period of early nineteenth century at which we could lay our hands in the Library of the University of Bombay. The book is a translated version in Marathi of the book "History of England". The book is in two parts. It was got lithographed by the Department of Public Instruction, Poona in the year 1832. Some observations about the academic and physical aspects of the book are given below:

Selection of Content: It appears that the book was written for the schools in England. Perhaps the book was not based on the predetermined syllabus for Indian school. Rather the syllabus might have been prepared according to the content included into the book.

Organization and Presentation of Content:

The content of the book has been organized into various chapters. Each chapter has been properly divided into paragraphs. The text of each chapter has, however, not been divided with the help of sub-headings.

The language of the book is Marathi. The terms like 'Crusade', 'University', 'Magna Carta', 'Duke', 'The Great' have been given in Marathi. However, explanations of such terms have been given in the footnotes. Such terms, wherever used, have been written in bold letters. At the end of each part of the book, glossary of difficult words and concepts in Marathi and Sanskrit has been given. This glossary also includes list of English terms and concepts mentioning the page numbers on which these words occurred first in the text. Since the explanations of such English terms and concepts have been given in the text by way of footnotes, their meanings or explanations have not been repeated in the glossary. Thus, this glossary is, in fact, a mixture of 'glossary' and 'index' in the sense in which these terms are used today. The way of pronouncing the English words has been explained in the preface. Similarly the way of pronouncing the words in Marathi has also been mentioned.

Illustrations and exercises

There is not a single illustration given in the book to supplement or complement the main text. The exercises are also not given at the end of different chapters.

Prelims and back pages

The title page of the book gives information regarding the title of the book, publisher, place of publication, year of publication and the language in which the book has

been produced. Only the title page is in Marathi. On the reverse of the title page, the title of the book, year of publication etc., have been mentioned in Marathi.

The 'Preface' of the book provides some useful guidelines about the use of English words and concepts, the way of pronunciation of difficult or significant words in English and Marathi and an indication about inclusion of glossary of terms and concept at the end of the book etc.

As mentioned above, the glossary and index of difficult and unfamiliar terms and concepts, both in English and Marathi, have been given. The errata has also been given at the end of each volume of the book.

Physical aspects: The book was lithographed at the Press of the Department of Public Instruction in the year 1832. The print is clear, although it is not sharp. The difficult and unfamiliar words have been lithographed in comparatively bigger size.

The margins on each page of the text are appropriate and provide an attractive look to the printed page.

The size of the book, the length of lines on each page and spacing between the words and the lines are also appropriate. The binding of the book is durable.

5. Animal Biography of Historical Accounts (in Bengali) by Mitter, Ram Chunder (Translator) (Calcutta: Calcutta School-Book Society, 1838).

This book was another prominent textbook which was taught in schools in those days. Unlike other textbooks, this

book contained the English version and the Bengali version of the text side by side. This was done to help the students not only in understanding the subject matter but also learning translation of a high order.

Another feature of the book was that it contained some illustration also. It may be mentioned that there were rarely any illustrations in textbook in those days. The reason was that the printing method had not been perfected in such a way that it could print illustrations as they are being done today. The photograph⁽¹⁹⁾ given on next page was taken from the above mentioned book. It gives an idea about the kind of illustrations which were used in those days.

6. The English Spelling Book Comprising Spelling and Reading Lessons (published by Bombay Native Education Society, 1831).

This was an important book brought out in early nineteenth century by the Bombay Native Education Society. This was meant for beginners and contained lessons on elementary English.

The book was in tattered state. So we are not giving any photograph.

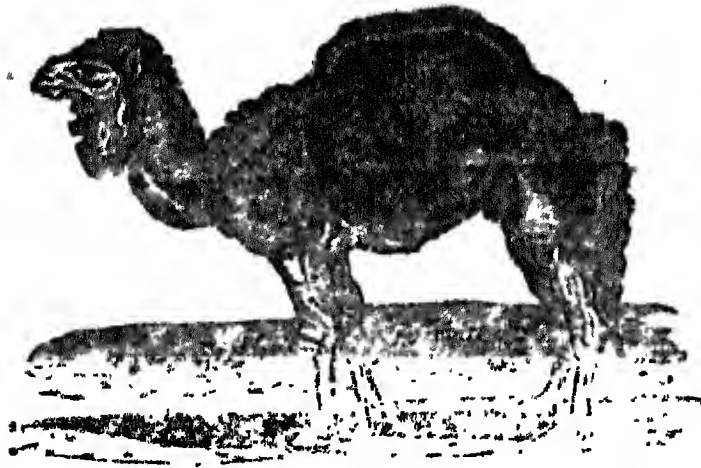
It looks that illustration printing was very difficult in those days. In this sort of primer, a number of illustrations could be profitably given in order to make the book more attractive and interesting for the student. However, there was no illustration in this book. The lessons were so graded that a child could utilize this book in his first three to four years of learning English.

(19)

ANIMAL BIOGRAPHY.

302

PART II.—No. VIII.



পশুবলি ।

অষ্টম সংখ্যা ।

উষ্ট্রের বিবরণ ।

THE CAMEL.

কুখ্যাত বস্তু। সহ্যে উষ্ট্র অতি উপকারী ।
মরুভূমি রূপে সিন্ধু তরবার তরী ॥
অপ্সাহারে তুষ্ট থাকে প্রকৃতক অতি ।
ঘাইতে নির্জন দেশ হয় উচ্যমতি ॥
আরাবেয়া নামে সমস্ত অস্থলুগ বিধি ।
বহির্নে দিবেন কেন উষ্ট্র রূপে বিধি ॥

Specimen of an illustration used
in a textbook of early 19th century

7. Vernacular Class Book Reader (in Bengali) by Yates, D.D. (Translator) (Calcutta: Baptist Mission Press, 1844).

This was another widely used textbook in the educational institutions of Bengal in those days. This book was generally meant for Government Schools and Colleges.

The width of the paper used in this book was rather small, thus giving the book a longish look. Another point was that a new chapter in the book did not start from a new page.

The book could not be studied thoroughly for giving further comments on it. The reason was that the book was very brittle and even turning its pages could reduce the pages into small pieces. The photograph⁽²⁰⁾ given on next page shows the title page of the book.

8. Berquin's Children Friend Vol. I (in Marathi) by Chhalis, Kashinath (Translator) (Pune: Naro Ram Chander Thakur, 1849).

This was another book which was popularly used in school for school children. As was the practice in those days, this book also represented a translated version of an imported English textbook.

The book is lithographed. It appears that most of the textbooks in vernacular during those days were lithographed.

(20)

182 Me. 84.4.

সারসংগৃহঃ।

VERNACULAR

৫৪.

CLASS BOOK READER

FOR THE

GOVERNMENT COLLEGES AND SCHOOLS.

TRANSLATED INTO BENGALI

BY THE

REV. W. YATES, D. D.

CALCUTTA:

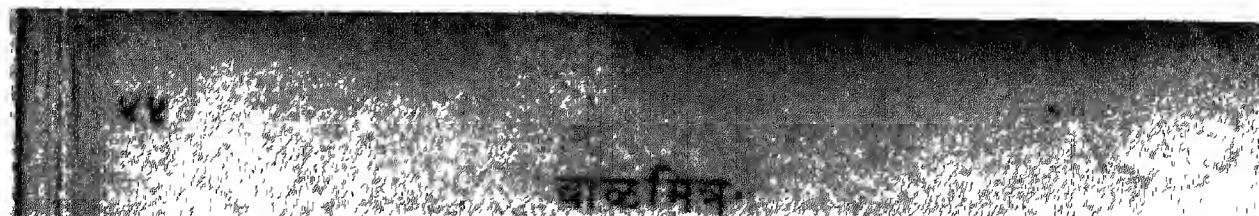
PRINTED AT THE BAPTIST MISSION PRESS, CIRCULAR ROAD.

1844.

Title page of a mid-nineteenth century textbook

We can have an idea of this kind of printing from the following photograph, (21).

(21)



दील • - उन्नेइ, उन्नेइ एकाम किका-मे दरगामे राहेर निकलना हेइ
नचमे ओ आया, अने मेरेकु बुझने लगाके नुं अपनी बिल्टी नोद पा-
या हांगा नो मे नुं देकेगा-मे बोला, मेने पाई-ओ बोला, तुमलोकके
पास इतने पेमे काहाके ? मेरे हो दिखलाव क्या दिखामे-मे दावरा, ओ
वार्फा ले गया बढवान, पेमे मिले बढ आनदमे, चुल गया, ओर पेमे कने
हवे, ओ मेने गिनरी नोदधे, ओ मेने किनरी जमीनपर धरके रुमाल का-
दा, ओर बोला, देख बेटे, पीछे में गांव ओडनाइ, इतनेमे उन्ने रुमाल कुं
हात झला, नव इमकी लुआई मेरे नजरमे आई-फेर रुमाल कुं एक न
फे ओ गेचने लगा ओर एक नफे में इतनेमे उन्ने आपने दो पगले मे
री किनरी दाबी, ओ फल गड-में पबगदोके रुमाल तोड़ दिया न किल
री पकडने कु गया, गलेमे ओ रुमाल लेके टोरा मेरी किनरी दूर-दूर
मे गये, रुमाल बी गया-अब मेरा पिता मेरे कुं क्या कहगा-ओर पेर
पिताजी । अब नुं अरे मेरे नारे । हाथे हाथ ।

सगु • - भाऊ, माझे तबल आता, दमडीचाहि कबड्या गरित्या वादी
न

चिम • - त्या घे काहीं नामच्या • माझे पाडी इतक्या-व दोन्या

दील • - मेरी खाबदन, मेहरपर बहुत एहसास हुआ, पन उसमे कित-
री बेचानी नहीं मिलेगी-हाथे मेरे दादा । ओ गलेका म पधर बरस

लगयी

9. Bhugol-dar (A Book on Geography in Bengali) by Gori Shankar Bhattacharya (Calcutta: Printed by Sree Shib-Krist Mitter, 1853)

This was an important book on the subject of Geography which was used in schools during the middle of nineteenth century. Perhaps due to lack of developments in printing, no illustration were given in this book. Also perhaps for the same reason there were no maps in this book. Among the other features which distinguish it from a modern textbooks, a prominent one is the complete absence of any exercises meant for the students. The photograph⁽²²⁾ given below gives the title page of this book.

Title page of a Geography textbook published in mid-nineteenth century

182. Ac. 853.1

ভূগোল দার।

23

26.

L.M.XL

পৃথিবীর আকার, ও বিবরণ, দি নিরূপক

কালী প্রান্ত ইষ্টক মণ্ডল

১৮৫৩

কলিকাতা শ্রীমদভৈরব চন্দ্র

কলিকাতা শ্রীমদভৈরব চন্দ্র

বঙ্গপ্রান্তিক

সন ১২৬০ শাল ২৫ কার্তিক

General Concluding Remarks on Textbooks (1700-1853)

In the foregoing pages we have seen certain textbooks apart from certain aspects of educational growth in India during 1700-1853. We also saw certain other textbooks which were not different in any way from the textbooks mentioned in the preceding pages. On the basis of the foregoing discussion we produce below some of the general comments on the textbooks during this period.

1. Many of the textbooks used during this period in the educational institutions in India were the translated versions of the textbooks prepared in England.
2. The content matter contained in these textbooks was generally not relevant to the soil of the country and the psychology of the students.
3. So far as the organization of the matter was concerned it was well divided into suitable chapters, sections and paragraphs etc.
4. In most of the textbooks the exercises were generally not given.
5. While the language used in English textbooks was generally above the head of the students, the language used in the vernacular textbooks was quite in tune with the maturity level of the students.
6. Most of the books in vernacular version used the lithographed¹² method of printing.

7. The books seldom contained any illustrations, as the method of making and printing of illustration had not been properly developed. However, the English books did contain certain illustrations which were impressed upon the paper after engraving them on certain material.
8. The paper and type of binding used in textbooks of this period was quite durable.
9. By and large the title page of the textbook was poorly designed and not very attractive in any manner.

CHAPTER VI

ADVENT OF ENGLISH SYSTEM OF EDUCATION AND TEXTBOOK

(1854-1904)

We have already seen in Chapter V that there were three kinds of major educational efforts being undertaken in India during 1700-1853. These efforts related to (i) indigenous efforts in Pathshalas and Maktabas etc., (ii) efforts by Christian missionaries, (iii) efforts by certain official and ^{non-}unofficial individuals. We also noted that these three types of educational efforts were utilising different kinds of textbooks and manuscripts as textual material in schools.

During this period the East India Company was gaining more and more control of Indian Territories and was also getting entrusted with the administration of these territories. These responsibilities induced them to think that they should also take interest in the educational affairs of the Indian people. Initially this idea was not very clear to them, although they established two major colleges in India - Calcutta Madrasah for Muslims at Calcutta and Sanskrit College for Hindus at Banaras. In fact, their needs of manpower were few and their thinking in relation to education mostly revolved around these needs. An idea to become popular with the Indian upper classes was also working in their minds. But both these factors did not help in producing any crystallised thinking in regard to the education of people. It was in 1813 that the Government took a more direct stand on the educational

needs of the people of India. In the Charter Act of 1813, it inserted an educational clause and through it promised to spend one lakh of rupees on the education of the masses of India. When the time to spend this money came, the Company could not decide anything properly. The reason was that numerous controversies arose. The controversies related to (i) mass education v/s elite education, (ii) English medium v/s oriental medium (iii) English medium v/s vernacular medium¹. These controversies became so fierce that no decision could be taken for spending the money promised in the Charter Act of 1813. However, as mentioned in Chapter V certain educational efforts of certain societies and individuals continued during this period with the backing of the Government.

It was after 1854 and more particularly in 1857 that the British Government introduced a proper and well articulated system of education in India right from the University level down to the Primary level through the famous Wood's Despatch. By that time, various controversies had either died down or were resolved. The Government was in a firmer control of the administration of India. Their political

¹ For a detailed study of these controversies, please refer to Boman- Behram, B.K. Educational Controversies in India (Bombay: Taraporewala & Sons, 1943).

aims and educational aims had also become more clear to them. They felt that the time was opportune to launch a complete system of education in this country.

Onset of Social Change

Before we take up the various educational developments which took place in the wake of the implementation of Wood's Despatch, it will be desirable to have a brief look on the changing social conditions in the country.

It has already been pointed out that by the end of eighteenth century, the British had gained the political and administrative control of many parts of the country. This political control, the work of the christian missionaries, the crusade against orthodoxy of certain Indian individuals like Raja Ram Mohan Rai, etc., and the advent of certain modern technologies had started a process of change in the thinking of the people of the country. It can be stated without any fear of contradiction that the old system of caste and religious thinking started receiving some jerks. The values, beliefs, ideas, social patterns and patterns of thinking which ruled the roost in the past were being shaken by the advent of new ideas and values. It will be too much to say that the old ideas had got completely shaken. Nevertheless, it can be stated that a beginning had been made to implant some kind of new cultural thinking in the country.

It was obvious that this beginning of change in the ideas of the people on the one hand, and certain lure of

government jobs on the other, was bringing a new acceptance in the minds of the people for the English education. Moreover, the English system of education promised certain material gains in numerous other ways also. This was a big incentive for the people of India to seek this kind of education increasingly. This was a signal that the old system of education was also to lose its moorings and was to give way to a new system slowly and steadily².

The landmarks in educational growth

The above stated trends in social change were the result of English education¹ mostly. In fact, this education, as Dr. Shukla points out, had resulted in a great deal of scepticism, agnosticism and free thought³. While it is true that the social change was spurred by the educational growth, it is also true that this social change was leading to further educational growth in a big way.

After Wood's Despatch of 1854, the imaginations of the Indian middle classes brightened up to a great extent in respect of education and the consequent gain in the economic field⁴. The Government also was taking due notice of the

² For a deeper knowledge of this change, please refer to (i) Sinha, D.P., The Educational Policy of the East India Company in Bengal (Calcutta Punthi Pustak, 1964) and (ii) Dutt, Ramesh C., England and India (A record of progress during a hundred years 1785-1885) (London: Chatto Windus, 1891)

³ Quoted in Acharya, G.L. (Ed.) Report of the Seminar on Major Problems of Indian Education (New Delhi, NIE, 1967) pp.32

⁴ In this connection, please see (i) B.S. Goel "Caste and Class Tensions in Indian Education" CONCEPTS No.4, 1966 (New Delhi, India International Centre), and (ii) Mayhew Arthur, The Education of India (London, Faber Gwyer, 1928)

aspirations of the people in respect of education. The Government was also influenced by certain developments in England. The developments in England about the education of the masses were exerting their own influence on the thinking of the Government. The Government gave some indication of it through a Despatch in 1859. It indicated that the Government was interested in the education of the masses. This commitment was fortified by a circular No.60 dated 11.2.1871 from the Indian Government. Among other things, the circular stated,

" " It has been repeatedly declared by the Secretary of the State that it is a primary duty to assign funds for the education of those who are least able to help themselves, and that the education of the masses, therefore, has the greatest claim on the State funds. The Government of India desires to maintain this view..."⁵

Another landmark in the efforts towards educational growth during this period was the report of the Indian Education Commission of 1882. This Education Commission, popularly known as Hunter Commission, took great interest in the entire question of primary and secondary education in India. It made numerous recommendations both for the growth of primary and secondary education keeping in view the aims and priorities and finances of the Government in matters of education on the one hand, and needs and demands of the Indian middle classes on the other.⁶ These recommendations of the Commission were quickly accepted by the provincial Governments and most of them tried to implement them after 1886

⁵ Quoted by Nurullah and Naik, A History of Education in India (Bombay: Macmillan, 1951) p.340.

⁶ For details of these recommendations, please see Nurullah and Naik, op cit pp.295-310 and pp.346-353

This helped in a rapid growth of education throughout the country which had its own implications for textbooks.

The Expansion in School Education

Because of the increasing demands of the Indians for the English education on the one hand and the recommendations of the various Despatches and Commissions on the other hand, this period between 1854-1904 saw a rapid expansion in the area of Primary and Secondary education. The idea of the growth of Primary and Secondary education during this period can be had from the following two tables:

TABLE -I

Progress of Primary Education in India (1855-56 to 1906-07)⁷

| Year | Number of primary schools | Number of pupils in primary schools | Enrolment at the primary stage (including pupils on rolls in primary departments of secondary schools) |
|---------|---------------------------|-------------------------------------|--|
| 1855-56 | 2,810 | 96,923 | N.A. |
| 1870-71 | 16,473 | 607,320 | N.A. |
| 1881-82 | 82,916 | 2,061,541 | N.A. |
| 1886-87 | 89,187 | 2,513,934 | 2,782,6333 |
| 1891-92 | 97,109 | 2,837,607 | 3,121,522 |
| 1896-97 | 103,920 | 3,209,825 | 3,532,157 |
| 1901-02 | 97,854 | 3,204,336 | 3,564,122 |
| 1906-07 | 112,930 | 3,937,866 | 4,336,154 |

⁷ Figures taken from The Indian Year Book of Education: (Second Year Book) Elementary Education (New Delhi: NCERT, 1964) pp. 627-628.

TABLE - IX

Progress of Secondary Education in India (1870-71, 1906-07)⁸

| Year | Number of Secondary Schools | Number of pupils in secondary schools |
|---------|-----------------------------------|---|
| 1870-71 | 464 | 64,873 |
| 1881-82 | 512 | 65,477 |
| 1891-92 | 831 | 172,463 |
| 1896-97 | 930 | 192,959 |
| 1901-02 | 1170 | 262,858 |
| 1906-07 | 1277 | 298,276 |

The above two tables reflect a picture of rapid growth of school education after 1854. The increasing number of students further makes it clear that there was almost a congestion in the enrolment in schools. As the textbook was becoming a central instrument in the teaching-learning process at the school level, it can be assumed that this growth had great implications for the policy and programmes of textbook development on the one hand and the evaluation of textbook on the other. It will be our endeavour to see these aspects in the succeeding pages.

⁸ Figures taken from The Fourth Indian Year Book of Education (Secondary Education) (New Delhi: NCERT, 1973) p.462

New Policy on Textbooks

The new policies on education as have been briefly enunciated in the preceeding pages, and consequently the vast expansion in school education during the period 1854-1904, had its own impact on the thinking and policy about textbook and its role in education. The start in this direction was made by the Wood's Despatch itself. While expecting clearly for the first time that the responsibility of education in India lay on the British Government, the Despatch recognised the utility of diffusing the knowledge of arts, sciences, philosophy and literature of Europe to the Indians. Side by side, the Despatch also expected the usefulness of Sanskrit, Arabic and Persian as languages in which rich knowledge of the East was available. The Despatch also recognised the utility of the vernacular languages as medium of instruction for school level students. Keeping the above three points in view, the Despatch tried to strike a balance among the claims of the three. So it envisaged the necessity of providing suitable textbooks in English and in the Indian languages. The Despatch enunciated that the medium of instruction should be English for the pupils who could comprehend the European knowledge through the medium of English. The rest of the pupils could study through the Indian languages but the subject matter of textbooks was to be European knowledge. The Despatch felt that for this purpose the European books could be imported and utilized for the first category of students, and could be translated and adopted in Indian languages that

were recognised as medium of instruction for the second category of students. The Despatch stated in clear terms:

"... At the same time, and as the importance of vernacular languages becomes more appreciated, the vernacular literature of India will be enriched by translations of European books or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people. We look, therefore, to the English language and the vernacular languages of India together as the media for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a school master possessing the requisite qualifications."⁹

This statement of the Despatch reflected a clear thinking of the Government for the development of textbooks. It can be stated without doubt that subsequently a number of good textbooks were translated into vernacular languages. A number of such textbooks have been mentioned throughout the various chapters related to British period.¹⁰ Some of them are also given in the last section of this chapter. It must be stated at the same time that this policy had its own negative features. Firstly, with the passage of time, this policy almost completely wiped out the old system of education which encouraged self study, meditation and good ideas flowing from the field of religion and spirituality. Secondly, this new policy had an in-built defect. The system of

9

Despatch as quoted in Naik and Nurullah, op cit., pp.206

10

For example, see Chapter-V, last section, in this regard.

education was dominated by the idea of passing a particular examination which itself was motivated by the desire to get a job. This led to the emergence of a new disease in the area of textbooks. This disease which continues to flourish even today related to the development of keys to the textbooks, notes and guide books etc. This kind of development in the field of books was indeed negative feature for the evolution of textbooks.

The recommendations of the Woods Despatch could not be implemented immediately. The textbook programmes were at their very initial stage. In fact, considerable time was being given to the discussion of the following aspects:-

- (i) assistance to publishers
- (ii) registration of vernacular publications
- (iii) preparing catalogues of book publishers
- (iv) compulsory registration of book publishers
- (v) preparation of annual statement of vernacular publication etc.
- (vi) problem of copyright etc.

An Act of XV was made in 1867 under which the books began to be registered.

Although the above aspects and Act related to all the books, they had their own implications for textbooks also. The major implication was that a systematised and streamlined system began to emerge in relation to textbooks also.

During this period, as has already been mentioned, the Hunter Commission provided further stages in the evolution of educational policy. One of the salient features of this

policy was to give considerable freedom to private efforts in the field of education, especially the secondary education. This freedom provided another dimension to textbook and its growth in India. One result of this policy was a great effort by many nationalist organisations like the Prarthana Samaj, the Brahmo Samaj and the Arya Samaj etc., to play an increasing role in the field of education. Later on, during the Swadeshi Movement of 1903 in Bengal, this effort resulted in numerous ventures for developing some textbooks from Indian point of view.¹¹

Another recommendations of the Hunter Commission related to the freedom of every State in the matter of developing its own curriculum at the primary stage and also its own textbooks. The Commission proposed that Physics, Agriculture, First-aid, Banking and Geometry etc., could be some of the subjects which could be included in the curriculum because they have practical value in life. The Commission again stressed the importance of vernaculars as medium of instruction, especially at the primary level. Both these recommendations of the Hunter Commission and the previous recommendations of the Wood's Despatch had a great impact on the textbook development indirectly. Most of the States set up committees and boards exclusively for the selection, preparation, prescription and evaluation of textbooks etc., at the school level. It was again due to this increasing dependence on textbooks that a committee to study the various aspects of

¹¹ For a more clear knowledge of this point of view, please refer to Mukherji, Uma and Mazidas The Origins of the National Education Movement (1903-1910) (Jadavpur: Jadavpur University, 1955).

textbooks to recommend further improvement in this area was set up in the year of 1877. The work of this committee will be seen in the succeeding pages.

Implementation of the Policy

The policy briefly enunciated by the Wood's Despatch was followed, as already stated, only half-heartedly in the beginning. Certain practices of preparation and prescription of textbooks which were continuing before the Despatch continued for some time more.

But as more and more educational institutions came to be established on the pattern recommended by the Wood's Despatch, its policy in regard to textbooks also began to be implemented increasingly. By 1876 a number of textbooks were available both in English medium and vernacular medium for use in schools. We were not able to locate the exact number of textbooks published throughout the country in these two mediums from 1834 to 1876. However, we can have a rough idea about the number of books published during the year 1876 in India in various provinces in these two mediums from the table ¹² given on next page. The table contains figures related to all the educational works. However, it can be assured that most of the works given in the table were textbooks.¹³

¹² The figures in the table have been collected from the Proceedings (August, 1876, No. 225), Home Department, Government of India.

¹³ We compared the figures of textbooks published in the Province of Bombay during 1873 with the figures of educational works registered during 1876 in Bombay and found that the figures were more or less near to each other. The above conclusion is based upon this comparison.

TABLE - III

Number of Educational Works Registered in Several
Provinces of British India during the year 1876

| S. No. | Name of the Province | Books published in English and other European languages | Books published in Vernacular languages spoken in the Province | Books published in the Indian classical language | Books published in more than one language. |
|--------|----------------------|---|--|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | Bengal | 40 | 321 | 46 | 44 |
| 2. | Madras | 41 | 113 | 10 | 12 |
| 3. | Bombay | 7 | 118 | 2 | 24 |
| 4. | North West Province | 6 | 71 | 31 | 9 |
| 5. | Punjab | 1 | 117 | 57 | 17 |
| 6. | Central Province | - | - | - | - |
| 7. | Oudh | 1 | 22 | 39 | - |
| 8. | Mysore | - | 6 | 1 | 2 |
| 9. | British Burmah | 3 | 2 | - | 4 |
| 10. | Assam | - | 13 | - | - |
| 11. | Hyderabad | - | - | - | - |

A further but brief description about the books in English and vernacular mediums is found in the famous report of the Textbook Committee of 1878. It gives the following information:

Textbooks in English Medium

The textbooks in Arithmetic, Algebra, Euclid and Science in English medium were found satisfactory and there seemed to be no demand for new works. These books were written by authors in England. In some cases the books were rather adapted keeping in view the conditions prevailing in India. For example, in Bernard Smith's Arithmetic, the Indian Tables of weights and measures were added. Similarly in Todhunter's Algebra, the Indian examples were added to suit the needs and interests of Indian students.

Some of the textbooks in History of British authors were not found satisfactory. However, there were some other books that were found quite satisfactory.

The textbooks in Geography were on the whole satisfactory. The English Readers were not found suitable and there appeared to be no easy grammar for beginners.¹⁴

Textbooks in Vernacular Languages

Although in the case of English medium textbooks, several

14

Information taken from The Report of the Committee
Appointed to Examine the Textbooks in use in Indian Schools
(Calcutta: Printed at the Home Secretariat Press; 1878) pp.7-8.

Provincial Committees recommended the same book, no such general approval could be found in case of vernacular books. Each language possessed its own series. Some textbooks in some subjects in vernacular languages were translations of the textbooks by English authors.¹⁵

Major Recommendations of the Textbook Committee (1878)

We have already referred to the Report of the Textbook Committee 1878 and some of its findings in the foregoing pages. The Report was so important, and its recommendations and policy for mutations in respect of textbooks so meaningful, that it would be desirable to give below certain more details about the Committee and its work.

After almost twenty years of implementing the policies of the Woods Despatch of 1834 in regard to textbooks, a need was felt to review the books being used till then in the various provinces and think of ways and means to improve them further. It was in pursuance of this objective that in 1877 the Government of India appointed a Committee to examine the textbooks in use in Indian schools. This was, perhaps, the first Committee that examined exhaustively the position of textbooks in various school subjects in various provinces. The Report of the Committee was published by the Government in the year 1878.¹⁶

¹⁵
Ib id p.8

¹⁶
The report is a rare report on textbooks and is not easily available now. In view of this we are giving the main body of the report in appendix-II. For this, we express our gratitude to the National Library, Calcutta, where we could locate this report.

The Textbook Committee sought the opinions of various Provincial Textbook Committees about textbooks in use in various school subjects. After considering the report of Provincial Textbook Committees, the Committee gave its observations and recommendations about preparation, evaluation and production of school textbooks.

The Committee did not favour any violent interference with measures of local Governments, or the arbitrary imposition from above of absolute uniformity upon the Provinces, the circumstances of which were essentially different. Although some of the Provincial Committees suggested one imperial series of English textbooks for the whole of India, yet the Textbook Committee rejected the idea giving mainly the following reasons:

- (i) It cannot be supposed that an imperial series, however excellent, would wholly escape hostile criticism and it would no doubt need continual revision and correction.
- (ii) As regards arithmetic, it will be very difficult to adapt any one book on arithmetic to all varying local measures and weights. Moreover, it was impossible to get book equally adapted to all the various kinds of schools.
- (iii) As the vernacular of various provinces are, as a general rule, different, it is obvious that the suggestion of an imperial vernacular series is altogether out of place. The Committee also felt that such a series would be in most instances a

translation or adaptation from works composed in another idiom, and could hardly ever be rendered into all the several vernacular languages with the freedom or grace of an original work. It, therefore, recommended that a Standing Committee of reference be appointed in each province to choose or, if necessary, to prepare appropriate vernacular textbooks.

- (iv) An English Textbook Committee should also be established in each Province with powers and duties similar to that proposed for Vernacular Textbook Committee.¹⁷

The Committee also suggested the following principles which should be kept in view in the selection of textbooks for instruction in English.

1. Readers (English Language Textbooks) should be graduated according to increasing difficulty of idiom, not, as is too often done, according to increasing length of words. Readers generally commence with letters and words of one syllable, doubtless owing to the fact that formerly most of the readers used in Indian schools were originally prepared in England and to teach English boys the first use and combinations of letters. In the opinion of the Committee, as far as these steps of reading are concerned, the students of English-teaching schools in this country ought to have already acquired them in the vernacular.
2. Readers intended for the lower classes should be provided with notes and a glossary in the vernacular.
3. Works intended to teach the English language should be entertaining rather than instructive. The subjects of the earlier lessons should be such as are familiar to Indian boys, in order that time which ought to be spent in teaching the language should not be wasted in explaining ideas. We here take the opportunity of

¹⁷ The Report of the Committee Appointed to Examine The Textbooks in Use in Indian Schools - pp 217 pp.12-13

remarking that in the lower classes of secondary schools substantive knowledge had better be imparted in the vernacular.

4. One great desideratum is a properly graduated series of English exercises, so arranged as to practise the student in translating from his own vernacular into English and from English into the vernacular.
5. An easy English Grammar for the lower classes of school should be prepared in the vernacular of each Province.
6. Great care should be taken to graduate the series correctly. No series ought to have the same extract in two or more successive numbers.
7. In all readers, particularly in those intended for the lower classes, the prose extracts should be more numerous than the poetical. The poetical pieces introduced should be of a simple character, and should be committed to memory by the pupil.

The Committee also made comments and suggestions in relation to other subjects. About history it stated:

"The study of history should begin with the pupil's own Province, then should follow the history of India, afterwards that of England, and so much of general history as is necessary to illustrate it; the history of the student's own province might probably be studied in the vernacular. A minority of the Committee is in the favour of teaching the History of England as an episode in the history of the world. But England and India are so intimately connected, that next to the history of his own country the History of England must always be of paramount importance to a native of India."¹⁸

Similarly, the Committee suggested the same principle to be followed with regard to geography.

¹⁸
Ib id pp.15-16.

¹⁹
Ib id p.16

Indian Education Commission 1882: As has been stated above, the Report of Textbook Committee not only gave a good resume of the development of textbooks in India after 1854, but also made certain important recommendations to improve the textbooks. The recommendations of the Committee were so important²⁰ that the subsequent committees and Commissions on Education took due note of those recommendations. While giving summary of suggestions made by the Textbook Committee 1877, the Indian Education Commission 1882 added the following recommendations:

1. That care be taken not to interfere with the freedom of managers of aided (primary) schools in the choice of textbooks.
2. That the textbook committees in the several provinces include qualified persons of different sections of the community not connected with the department, and that to these committees should be submitted all textbooks, both English and vernacular, that it is proposed to introduce into schools, and all textbooks now in use that may seem to need revision.
3. That the Textbook Committees of the several provinces act as far as possible in concert, and that they communicate to each other lists of English textbooks, and, in the case of those provinces which have any common language, lists of vernacular textbooks which are satisfactory, and of books which they consider to be wanting or inadequate.
4. That a general education library and museum be formed at some suitable locality in each province, and that encouragement be given to school-papers or magazines conducted in the vernacular.
5. That the operations of the existing Government depots be confined as soon as may be practicable to the supply and distribution of vernacular textbooks.
6. That care be taken to avoid, as far as possible, the introduction of textbooks which are of an aggressive character, or are likely to give unnecessary

²⁰

The importance of this Committee can also be judged from the fact that the Government of India took due note of its recommendations, and in a Resolution of 10th January, 1881 issued instructions in relation to the selection of textbooks to the local Governments. The instructions are contained in Progress of Education in India, 1897-1902 Vol. I (Calcutta: Supt. Government Printing, 1904), pp.428-429

offence to any section of the community.

7. That in the printing of textbooks, especially vernacular textbooks, attention be paid to clearness of typography.²¹

The various recommendations of the Textbook Committee 1878 and of the Indian Education Commission 1882, were well received by the Government. The Government wished that the Provincial Governments should carry out some of the recommendations and principles in their textbook development programmes. One of the orders of the Government was that the Directors of Public Instruction should devote a separate section in their annual reports to the subject of textbooks, noticing how far the orders of the Government had been carried out, and showing what books had been revised during the year, and what new books had been added to the authorized lists.

Textbooks and Textbook Committees in various Provinces

It has already been stated that the Woods Despatch of 1854 gave a well articulated system of education right from the primary level to the University level. As a result of the education started spreading quite fast in India. The need for textbooks and instructional material also increased manifold. The Government tried to meet this need through various ways and various agencies.²² However, there was no well organised way to meet the need in a planned manner in the various Provinces. It was generally after

21

Progress of Education in India, 1857-71, Vol. I, (Calcutta: Govt. Government Printing, 1973) p. 371.

22

Some description about textbook efforts from 1859 to 1871 can be found in Howell, Arthur, Education in British India Prior to 1854 and in 1870-71 (Calcutta, Office of the Superintendent of Govt. Printing, 1972) see pp. 12-24, 39, 52, 62, 106, 111 and 232-232

Also see National Archives of India Selections from Educational Records Vol.-I (Delhi, the Manager & Publications, Government of India, 1960)

1871 that some provinces started organising separate Textbook Committees to look after the textbook development programmes. It will be needless to point out that the work of these committees was partly influenced by the recommendations of the Report of the Textbook Committee (1878), the Resolution of the Government of India 10th January (1881), the Indian Education Commission (1882) and the orders of the Government of India (February 1900). The last stated orders of February 1900 contained the following main instructions about the Textbook Committees:

1. The functions of the Committees should be limited to advising the Local Governments, with whom the ultimate selection of textbooks must rest.
2. The Director of Public Instruction should be President of the Provincial Committee and an Inspector should be either President or Secretary of any Sub-Committee which may be appointed.
3. A Provincial Committee should not consist of more than 20 members exclusive of the President, and a Sub-committee should not ordinarily consist of more than five members exclusive of the President.
4. Committee should be so constituted as to secure that the proportion of non-official members to the representatives of Government is not unduly large, and that different interests are properly represented.
5. The textbooks used in state school should be definitely prescribed.
6. Managers of unaided but recognised schools should be required to abstain from using any book disapproved by Government.
7. Managers of aided schools should be required to adopt only such books as are included in a list authorized by the Local Government.
8. The Government of India, and the Local Government in each Province should retain the right of prescribing a textbook on any particular subject.

The constitution and work of the Textbook Committees in different Provinces was organized in the light of the various recommendations made by the above stated committees and the Government Resolution and Orders.

Below we are giving a brief account of the work done in the area of textbooks and the Textbook Committees.

Textbooks in Madras

The policy regarding selection and prescription of textbooks emerged slowly and steadily in Madras. The general policy was to have textbooks published generally by private¹ both in India and Britain for each standard. It was seen that the students even in the far flung areas got the books at the same price at which they were available in the Madras City. Proper arrangements for this were made at the level of the Department.

It was in 1890 that a Committee was appointed to draft educational rules in various respects including those on textbooks also. This Committee recommended that the naming of textbooks for each standard should be dropped. Instead the Director of Education should approve certain textbooks for each standard and publish a list of the same. This proposal was welcome² and accepted by the local Government. To implement this proposal a Textbook Committee was formed in 1892 in Madras. The Committee could not start work immediately. However, certain developments continued to take place in the area of school textbooks. While giving the developments in this area during the period 1887-94, the quinquennial Review of this period states as follows:

"A change has also been made during the last five years in the mode of publishing textbooks

specially prepared for the use of schools in the province. Until the beginning of 1889 these books were published by Government, and were sold on commission by the Madras Book and vernacular Literature Society and the Basel Mission Book and Tract Depository, Mangalore. In March 1889 the local Government decided to withdraw from the publication of school books, and to allow any person to print and publish an edition of any book of which the copyright belonged to Government upon asking for permission. The only restriction imposed was that the proofs should be approved by the Director. During the first year after the introduction of this system ten copyright books were published by five private presses, most of the books being printed at four out of the five presses. In spite of the freedom allowed, pirated editions are not uncommon, and in 1891 two persons were successfully prosecuted for infringement of Government copyright."²⁴

The work of the Textbook Committee increased after 1892. The Committee examined 2140 publications upto March 1897.²⁵

Textbooks in Bombay

As already mentioned in Chapter V, much of the work in the area of Textbooks was being done by certain societies like the Bombay Native Education Society. It was only after the Woods Despatch of 1854 that the work in the area of textbooks began to be properly organized. This was precisely due to the great demand for textbooks which itself was the result of proliferation of educational institutions after 1854. The organization of the work in the area of textbooks took place under the Department of Education itself and it was further streamlined

24

Progress of Education in India, 1887-92 Vol.I (Calcutta: Govt. of India Press, 1901) pp. 217-218.

25

For more details, please see Progress of Education in India, 1887-92 Vol.I (London: His Majesty's Stationary Office, 1901) pp. 217-193.

through Committees and Book Department. These Committees and Departments were concerned with the preparation, selection, prescription, approval and improvement of textbooks. Some of the books and Readers were also prepared and published by the Department.

Right from 1834 onward, lot of work was done in the area of textbooks in the Province of Bombay. In 1857, Mr. F.C. Hope Educational Inspector, Northern Division was asked to prepare a plan of comprehensive principles for the "entire reconstruction of class books in vernacular"²⁶ Mr. Hope prepared a very methodical plan. According to this plan the first two books were elementary, the next two contained easy reading, the last three contained advanced reading. The Gujarati series of these books was completed by 1860. The Marathi series was completed by 1861. The Sindhi series, although not quite complete, was written by 1874. After the Sindhi series the Kanaree series also saw the light of the day although certain lessons in the series could not be included due to certain objections. According to the Report, "taken as a whole the four series were a great success. In tone, scope, matter and general get up the combination was unequalled anywhere in India and in itself constituted an eloquent testimony to the thoroughness and range of Bombay Vernacular education. The books were approved by the Committee of Revision appointed by the Government of India in 1877, Hope's Gujarati series

²⁶Convention, J.A., Development of Reading Books in Bombay Presidency (Calcutta, Office of the Government Printing, India, 1906) p.31.

being specially eulogized and suggested as a model to other Provinces²⁷ Certain attempts to prepare some new textbooks were also made later on. But these four series remained to be the most popular.

While the period from 1854 to 1904 was coming to a close, the Government appointed another special committee for the purpose of preparing a new set of vernacular Reading books. The series was completed in March 1905, the work having been started from October 1903.

The new series²⁸ was arranged in the following sections:

(1) general or miscellaneous lessons, including literary, moral, mythical, humorous, economic, hygienic and general historical subjects (2) geographical and Indian historical matter (3) lessons on natural subjects and phenomena, animals, simple facts connected with light, heat steam, electricity, domestic articles, products, manufacturers etc., or science lessons.

Textbooks in Bengal

A brief reference to the work in the area of school textbooks in Bengal has already been made in Chapter V. It was stated there that most of the work in this area was being done by certain societies and the private enterprise. After 1854 even the same trend continued. It has rightly been stated

²⁷ ib id p.32.

For a detailed picture of the textbooks used in various schools in the Province of Bombay, please see Appendix-III. This was included in the memorandum by R.G.Oxenham, Esq., dated Poona, the 14th September, 1977. The memorandum was submitted to the Textbook Committee of 1877 op cit, pp.25-31

²⁸ Progress of Education in India, 1902-1907, Vol.I, (Calcutta: Supt., Government Printing 1909) p.136

In the Quinquennial Review on progress of Education in India 1887-92, " The preparation of school books in Bengal proper having for the past four decades being left almost entirely to private enterprise, the chief duty of the Education Department has been to make its selection out of very large number of publications offered for its acceptance.²⁹

Although the Education Department made selection of textbooks for use in the schools, yet there was considerable criticism both of the quality of textbooks and the procedure of their selection. For example Hon'ble Rai Kristo Das Pal Bahadur, one of the members of the Committee appointed to examine the textbooks in use in Indian schools made the following remarks in his note dated 13th June, 1877, submitted to the Textbook Committee 1877:

The Provincial Committee are unanimously of opinion that the English textbooks in the Bengal schools are not altogether accordant with what appears to be a sound principle of elementary instruction, namely, that the contents of the books taught shall be as much as possible within easy range of the pupils' comprehension and ordinary experience. "Many of these books are sometimes unintentionally offensive to their national and religious prejudices. Some of them again are behind the age...."

It was to meet such criticism that a Textbook Committee was formed in Bengal. This Committee was divided into six sub-committees for different purposes. The Quinquennial Review³¹ on the progress of Education 1892-97 gives the following description of the work of the committee.

Since 1875, this work has been entrusted to the Central Textbook Committee at Calcutta, with two-

29

Progress of Education India. 1887-92 Vol.I pp cit p.373

30

Report of the Committee on Textbooks. 1878 pp cit p.58

31

Progress of Education in India. 1892-97, Vol.I (Calcutta Supt. of Government Printing 1898) pp.394-395.

branches Committees - at Bankpore for Hindi and Urdu books, and in Orissa for Uriya book. The Central Committee now consists of 22 members, of whom 13 are not connected with the Department, under the presidency of Mr. Justice Gura Das Banerji.

In 1891, the Committee undertook the revision of the list of approved books, with the object of omitting those that have become absolute or had been superseded by later works. This was a work of much labour, entailing a thorough examination of the 698 books on the old list of 1888, and the re-examination of a good many of them when presented in a revised shape. In addition, the Committee during the last five years have had to deal with 1,251 new books, of which 563 have been approved either as school books or for prizes and school libraries.

The Calcutta School Book Society remained the Chief medium for the distribution of textbooks. It had numerous agencies in various parts of Bengal. It exercised a good regulating influence on the prices of textbooks. While the period 1854-1904 was coming to a close, a number of efforts were being made to prepare and edit certain primers and other textbooks. However, there was considerable criticism^{ci} also against the textbooks. For example, one Mr. Harnell observed³² that "there is evidence that the great majority of textbooks which are being used in schools are educationally speaking very unsatisfactory, and that the production of sound books is vital to the future of education in Bengal."

Textbooks in North Western Provinces

There was not much data about school textbooks which we could give in chapter V. Even after 1854, there are evidences to show that the work in the area of school textbooks could not be developed on the pattern of work in Bengal or Bombay. A study of some records shows that there was

³² Progress of Education in India, 1902-1907, Vol. I
 pp. cit., p. 131
³³ ~~Memorandum, op. cit., p. 131~~

considerable resistance to the acceptance of new education and new textbooks in this province. Howell's book which generally gives information about the state of education during the year 1870-71 has the following to state in this regard, "... The Deputy Inspector of Meerut States that the people consider³³ the course of reading in Government schools will never enable their sons to write correctly and elegantly and that they consequently regard it with contempt."

Due to this resistance, the schools in this Province continued to rely on some of the textbook of the Medieval period such as Gulistan and Bostan. However, with the passage of time the English system of education and their courses of study began to be accepted slowly and steadily. According to Howell, "There is plenty of vitality. I should say they have improved on the whole, and that a better class of books³⁴ being read." The emotional acceptance of the system grew further after the Report of the Textbook Committee of 1878 and the Indian Education Commission of 1882. The work in this area of textbooks also got organized in a better way. The Quinquennial Review on the Progress of Education 1887-92 has the following to state in this regard.

* In these provinces there are four committees for selecting textbooks for zila schools, and an equal number for vernacular schools. These committees belong to the four circles of inspection, but Rohilkhand and Kumaun, which together form one circle are separated, the latter having its own committee.

³³
Howell, op cit. p.107

³⁴
ib id p.106

and the former using the books prescribed by the Zila Committees. In each of these committees an Inspector of Schools is President. In the Zila School Committee the members are headmasters of Zila and aided high schools, the proportion of each varying in different circles. In aided schools the choice of textbooks rests with the managers, subject to the conditions that (1) the textbooks for each standard must fairly cover the course implied in the approved standard, and that (2) no textbooks must be used which is calculated to offend scholars who have no alternative but to attend the school where it is used or to give up education altogether, or which by a lax standard of morality may do harm to the scholars.³⁵

The work continued to develop on the pattern narrated above. The work of distribution of school textbook was done through the Headmaster of District Anglo Vernacular Schools, through the Deputy Inspectors of schools in some areas and through Patwaris in some areas.

Textbooks in the Punjab

The work in the area of textbooks in the Province of Punjab is summarised beautifully in the ³⁵Quinquennial Review on the Progress of Education in India, 1887-92. It is as such being quoted verbatim from that source.³⁶

The Punjab Textbooks Committee was established in 1877, and was registered as an association in 1900. It consists of three ex-officio members, the Director of Public Instruction (President), the Principal of the Central Training College, and the Registrar of the Education Department, twelve members nominated by Government, and an equal number nominated by the Punjab University. Its duties are more extensive than those of the Calcutta Committee, for they include the preparation, translation, and publication of books on all subjects included in school and college education where suitable books are not already available

the development of vernacular literature, and the maintenance of a library and museum of reference. As in Bengal the separate branches of the work of the Committee are dealt with by Sub-committees, eight in number, one of which has charge of the reference library. The extent of the work done by the sub-committee is shown by the following extract from the report for 1891-92. "The English Sub-committee took in hand the revision of the Punjab series of English Readers. The Urdu Sub-committee took in hand the Punjab series of Urdu Readers, preparation of a series of Agricultural Readers for Zamindari schools, the revision of the course of Reading in Urdu for Moral Schools and the preparation of Urdu copy-books and cotypeslips. The technical sub-committee arranged for the Departmental textbooks of Algebra and arranged with the Punjab Science Institute for manufacture in their workshop of some science apparatus. This sub-committee also took in hand the preparation of an elementary Textbook on Domestic Economy. The Gurmukhi Sub-committee revised the entire scheme of studies for Gurmukhi girls school. The Hindi and Sanskrit Sub-Committee, in addition to overhauling the scheme of studies for Hindi Girls School, the Hindi Primer and the second Hindi Reader were also revised and printed off. In addition, these and other sub-committees disposed of a large number of works submitted for the patronage. Most of them were, as usual, found unsuitable, whilst the rest were, in many cases, approved and patronised by the purchase of copies for school libraries.

The Government Book Depot referred to in paragraph 383 of the Report of the Commission was closed at the end of 1884, and all books prepared under the orders of the Textbook Committee are printed and published by the Mufid-i-An Press, the Committee receiving a certain proportion of the sale proceeds. In order to encourage the managers of elementary indigenous schools to use approved textbooks, the Department undertakes to supply such books free of cost for the use of boys passing in reading and writing in standard I and in three subjects in standards II, III, and IV and if these books are regularly used the instruction grants are raised 50 per cent.

Textbooks in the Central Provinces

A Textbook Committee consisting of 13 members was appointed in 1881. Only four members of this Committee

belonged to the Education Department. Vernacular books used in the schools of the province were generally published under the orders of the Education Department. They were distributed by three Government Book Depots at Nagpur, Jabalpur and Raipur. The work in the area of textbooks increased in the Province after 1890. Keeping this in view the Textbook Committee was reconstituted. The quinquennial Review on the Progress of Education in India, 1892-97 gives the following description of the Textbook Committee on the work in the area of Textbooks.³⁷

In the Central Provinces the textbook committee was reconstituted in 1894. There is now a central committee at Nagpur, to which English and Marathi books are submitted, with two sub-committees at Jabhulpore and Seimbulpur for Hindi and Uriya books respectively. During the last five years, the total number of books approved is 23 as textbooks, and 54 for prizes or school libraries. The most important work undertaken was the thorough revision of the Hindi Readers. The Government book depot was abolished, as such in 1893, the stock having been purchased by Munshi Nawal Kishore, C.I.E., whose firm now undertakes the publication and distribution of textbooks, in accordance with the the terms contained in the deed of sale.

In accordance with the suggestions of the Society for the Diffusion of Sound and wholesome literature arrangements were made in 1894 to establish libraries in High and Middle schools. Efforts have also been made to open small libraries in connection with the more important primary schools.

Textbooks in other provinces

During the period 1854-1904, certain new Provinces were also created. The work in the area of Textbooks in these Provinces was in the initial stages and generally followed the pattern of work in this area which was being done in certain

other provinces. A very brief summary of it is being reproduced below from the Quinquennial Review on the Progress
of Education in India, 1887-92, as it serves the purpose here.

In Assam there is a Textbook Committee for the examination of books in Assamese. In other languages the books are selected from the lists prepared by the Calcutta Committee. In Coorg the schools are under the same rules as those of Madras, and a separate Textbook Committee is not required. A book depot was opened in Merkara in 1891-92, with five branches in other places. In Berar there is a Textbook Committee, but its duties are not very onerous, for only seven books were submitted for examination in 1891-92, and only two books were reported upon. There is a central book depot at Akola, with 29 branches attached to Government or District Board Schools in towns and large villages in all the districts 22.

The above mentioned account about position of textbooks in different provinces reveals that the role of Textbook Committees was significant in the fields of preparation, evaluation, production, distribution and prescription of textbooks in different provinces.

Political Considerations in School Textbooks

By the end of the nineteenth century, the pace of social change had picked up considerably. In the political field, it was reflected in a great upsurge of national feelings. In the context of this political change, the textbook was playing two kinds of roles. It could help national forces against the alien rule, though disseminating patriotic ideas. Secondly, it could help the British through inculcating ideas of loyalty in the Indians towards the

British Government. This consideration was working heavily in the mind of the Government while preparing and prescribing textbooks for various classes in schools.

The British Government was keen to see that whatever the Indian students read in the textbooks, it should not contain anything that may be detrimental to their political interests. On the other hand, it appears that the Government was keen to see that their political interest in India was served through certain textbooks used in schools. In this connection, the authors of the present Report laid their hands on a file of the Government of India, Home Department ^{of the year 1902 on the subject "Alleged unsuitability} (Education-A)/ of Sir William Lee-Warner's book entitled Citizen of India as a textbook for schools in the United Provinces of Agra and Oudh.* This book was prescribed in the High Schools in India. The author of the book, Sir William Lee-Warner, K.C.S.I., India Office, London came to know of conflicting opinions about this book. He heard from Bombay that the book was considered quite intelligible to the advanced boys in the High Schools for whom it was written and approved, but in North Western Provinces and the United Provinces the book was found entirely unsuitable for use in the schools.

The Education Department of the Government of India suggested to the Provincial Governments to consult unofficially one or two most competent persons to advise, including someone who had actual experience in teaching of the book, and to forward their criticism and suggestions for the author's consideration. On this suggestion, his Excellency Lord Curzon

recorded on the file the following minutes on 4th May, 1902.

"I accept Hon'ble Member's (Member, Education) advice. But I have always thought that Sir W. Lee-Warner's Book and its promulgation have excited a stir altogether disproportionate to the value of the one or the importance of the other." 39

These remarks were significant. They show that there was some upsurge of pride on the part of Indians which tended to resist certain teachings which tended to be imposed on Indians.⁴⁰ The word "stir" indicates some resistance on the part of the Indians, and it showed that Indians were not in a mood to accept such material which contained too much praise for England and its institutions on the one hand and derogatory ideas about Indian culture and religion on the other. It may be pointed out that after the Wood's Despatch, there was a tendency to impose certain ideas on Indians through the textbooks as it was considered in the political interest of the British. Now a stage had reached to avoid certain ideas being imposed as it was considered proper in the interest of the British.

The Provincial governments obtained comments from some of the Head Masters and the Inspectors of schools. Their evaluation reports were forwarded by the Directors of Education with their comments. Some of the significant comments were as follows:

- (1) In the fundamental conceptions the book needs to

39

The file number is already quoted in the text. This file was studied.

40

The intention of the British to use textbooks for their own political ends is also clear from certain remarks of Mr. Doss Member (Education) who while sending the file to Lord Curzon on the issue related to the book opined, that in such school books "... our side of the matter be presented". ib id.

be altered.

- (ii) The book fails in its purpose and furnished the text for very undesirable controversies and recriminations.
- (iii) Certain parts of the book should be omitted and the language of the other parts simplified.
- (iv) It is difficult to explain in detail why the book is condemned by teachers, for there are very few paragraphs to which, by themselves, much exception can fairly be taken. It is rather in general style and treatment of the subject that the book is at fault.
- (v) When the book was first introduced it was generally remarked that the teachers would make it all right. Such subjects as Taxation, Home charges, and Military Expenditure might be made in the hands of an unscrupulous and disloyal teacher, to serve as a means of political education of a kind which is anything but desirable in schools.⁴¹

The evaluators made certain suggestions to change or drop certain subject matter.

The author of this study could not lay hands on the files wherein the Government of India might have taken follow up action on the basis of evaluation reports, comments and suggestion about this book. However, the following inferences could be drawn about the prescription of textbooks in India.

- (i) In some subjects like Civics or Political Science there were some textbooks that were prescribed throughout the country.
- (ii) The British Government was keen to ensure that the textbooks should either contain such subjects.

⁴¹

There were certain other observations also. They were purely of academic nature and did not relate to the controversial parts of the book.

matter that may serve their political interests in India, or they should contain nothing that may be detrimental to their imperialistic regime in this country.

- (iii) ~~Perhaps there were no tools for rational evaluation of textbooks or for try out of school textbooks for the purpose of their selection or improvement, the evaluators kept in view most of the important principles and criteria of evaluation of textbooks.~~

Evaluation of Textbooks

It has already been seen that there was a procedure of evaluation of textbooks during this period in order to select them, prescribe them, improve them or even to remove them. We have also seen certain comments of the Headmasters and teachers on the book Citizen of India. As has been mentioned, there were numerous other comments also which related to other aspects of textbook, and which we have not given here as they did not relate much to theme of this sub-topic.

On the basis of these comments and certain other material, it is safe to conclude that not only there existed a procedure of evaluation of textbooks during this period but also a well set criteria of evaluation. The evaluators generally kept in view, inter alia, the following criteria of evaluation.

Selection of content

1.

- (i) Adequacy of content.
- (ii) Redundance of material
- (iii) Mental maturity of students.
- (iv) Accuracy, upto-dateness and authenticity of content.

2. Presentation of content

- (i) Presentation of the matter in such a manner as to sustain interest of learners.
- (ii) Adequate coverage of terminology.
- (iii) Explanation of topics with the help of examples from the local environment.

3. Language

- (i) Appropriateness of vocabulary.
- (ii) Appropriateness of style of language for effective communication.
- (iii) Proper use and explanation of technical terms.

Although the evaluation reports in respect of the above mentioned textbook was not comprehensive covering all major criteria of evaluation viz., Selection of content, Organisation and Presentation of content, Language, Illustrations, Prelims and Back pages and Physical Aspects, yet these reports were adequate for the purpose for which these were called for. These evaluation reports might have provided sufficient data for taking decision for improvement or replacement of the textbook in question.⁴²

Certain Textbooks and other Textual

← Material of the Period

In their endeavour to improve the quality of education,

42

While concluding this portion of the chapter on textbooks, the Textbook Committee of 1977 and Textbook Committee in various Provinces, it will be desirable to bring to the notice of readers one very meaningful Note given by Rao Sahab Narain Bhai Dandekar in appendix-IV of the Textbook Committee Report of 1978. It is an analytical note on the various issues related to that period and covers the following main problems.

1. A brilliant analysis of the many existing textbooks in various areas. 2. Certain broad principles related to preparation and prescription. 3. Certain suggestions related to (i) Courses of studies at different stages of school education (ii) Copyright of vernacular books (iii) adoption of English terminology in books etc.

the Government of various Provinces continued giving more and more attention on the development of school textbooks. A glimpse of the efforts made by the Education Departments etc., in improving academic and physical aspects of textbooks has already been given.

In spite of our efforts, we could not find many textbooks that were being used in the schools during the period from 1854 to 1904 although we could know the names of certain books. For example, we found a descriptive catalogue of Bengali works containing a classified list of Fourteen Hundred Bengali Books and Pamphlets which have issued from the Press during the last sixty years with occasional notices of subjects, the prices and where printed (Calcutta: Senders Cones & Co., 1895) by Long, J. This is a fine catalogue which lists numerous textbooks which were used in schools in Bengal in various subjects. There were certain other textbooks in English which were published in London.⁴³ They did not serve our purpose much. However, we

43

We were not able to locate many books of this period written and introduced in India. However, we saw certain textbooks in sciences, like Biology, Botany and Zoology etc., which were written and produced in London. As they were not produced and published in India, we are not giving their details. But it can be said that even during the last years of nineteenth century, many books were published in England. Some of the textbooks we saw were:-

1. Nicholson, Henry Alleyne, Textbook of Zoology (London: William Blackwood, 1893).
2. Stresemann, Alal; Textbook of Botany (London: Macmillan and Co., 1893)
3. Campbell, H.J., Textbook of Elementary Biology (London: Swan Sonnenschein & Co., 1894).

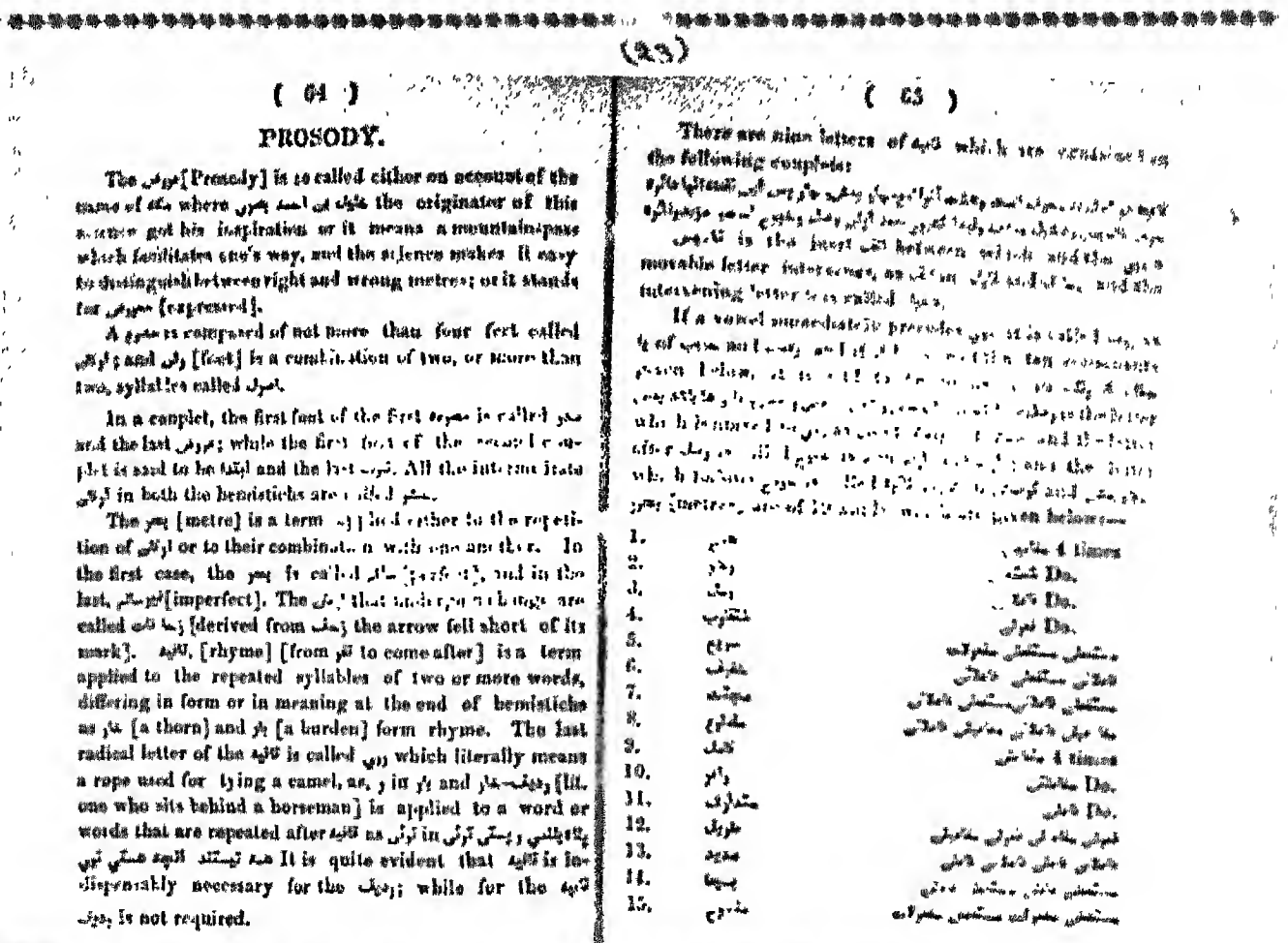
selected a textbook, a reference book and one educational journal available in the Delhi Archives for giving illustration about the types and the quality instructional materials that were in use during that period. Brief description of the aforesaid instructional material is given below:

1. The Anglo-Persian Grammar by Munshi Ram Kishen (Lucknow: The Newal Kishore Press, 1897).

The development of this textbook on grammar was an individual effort. The book was published by a private publisher and it was an approved textbook of that time. We are giving below some facts and certain comments about various academic and physical aspects of this book.

Organization and Presentation of Content

The content is organized into chapters and paragraphs, as is obvious from the following photographs⁽²³⁾ of two mutually facing



Photograph depicting content and style of its organization in a late nineteenth century textbook on Grammar

pages. Some drawbacks in organization are that chapter numbers have not been given and each chapter does not start from a new page. If the space is available, the next chapter begins from the same page where the previous chapter ends. The language of the book is simple and precise and the style of presentation is lucid.

Exercises The exercises have been given at the end of the chapter. There is, however, no variety in the exercises. The exercises are generally based on the content of the book. Given below is a photograph⁽²⁴⁾ of pages 8 and 9 of the book depicting the content as well as exercises based on the chapter. This appears to be some improvement in the textbook of previous period which generally contained no exercises.

(24)

(9)

1. BY A DIFFERENT WORD.

| Marriage. | Marriage. |
|---------------|-------------|
| father | پدر |
| brother | برادر |
| sister | خواهر |
| father in law | پدر بزرگوار |
| mother | مادر |
| son | پسر |
| husband | شوهر |
| husband | شوهر |
| king | پادشاه |
| queen | ملکه |
| lord | شاه |

2. BY USING (DATE, AND) 1944 1944

| MACHINE. | | PLANTING. | |
|-----------|-----|-----------|-----|
| توتو | 1st | توتو | 1st |
| شوتو | 2nd | شوتو | 2nd |
| توتو-شوتو | 3rd | توتو-شوتو | 3rd |
| توتو | 4th | توتو | 4th |
| شوتو | 5th | شوتو | 5th |
| توتو | 6th | توتو | 6th |

BY AFFIXING IT TO THE BASE LINE

[illegible]

Q; are old men or women; they are weak as well as poor. They
are ignorant of science; though a friend; yet a parasite, etc., were the
people of the Common Gender.

ENTERED

What is the Persian equivalent for Gender? How many
degrees are there in Persian? Name them? What are the three
ways of distinguishing Gender? Give three examples of each.
What is the Persian for a woman? a man? a boy? a girl?
Give three examples of persons in the feminine and masculine.

There were no other persons in the room at the time.

11. 04.18. 1941

which (over) shows the relation of a person to another who is in a position. Persons enter into their lives with the Representative. Some of the American people who are found in the President.

1. Introduction
 The purpose of this study is to investigate the effect of the independent variable on the dependent variable. The study is based on the following hypotheses:
 H1: There is a positive relationship between the independent variable and the dependent variable.
 H2: There is a negative relationship between the independent variable and the dependent variable.
 H3: There is no significant relationship between the independent variable and the dependent variable.
 The study is organized as follows: Chapter 1: Introduction, Chapter 2: Literature Review, Chapter 3: Methodology, Chapter 4: Results and Discussion, Chapter 5: Conclusion.

[illegible]

1. 2019年12月31日，公司应收账款账面余额为1,000,000.00元，坏账准备余额为100,000.00元。2020年1月1日，公司应收账款账面余额为1,000,000.00元，坏账准备余额为100,000.00元。2020年12月31日，公司应收账款账面余额为1,000,000.00元，坏账准备余额为100,000.00元。

二、研究：(一) 研究目的：(二) 研究方法：(三) 研究结果：(四) 研究结论：

[illegible]

**A glimpse of quality and variety
of exercises in the same book**

Prelims and Backpages The details about the title of the book, author, publisher, year of publication, edition and copyright have been mentioned on the cover page. It has also been mentioned on the cover page that the book was prepared under the orders of the Director of Public Instruction, North West Provinces

Provinces

and Oudh.

It is

obvious that

almost all

requisite

identifi-

cation

data about

the book has

been provid-

ed on the

title page.

A photograph⁽²⁵⁾

of the

title page

of the book

is given on

on the right

side.

(25)

(Under order from the Honorable E. White, C.S., late Director of Public Instruction, N.-W. P. and Oudh.)

THIS ANGLO-PERSIAN GRAMMAR,

A NEW AND THOROUGHLY REVISED EDITION,
FOR THE USE OF THE CANDIDATES

UNIVERSITY EXAMINATIONS.

MUNSHI RAM KISHEN,
PROFESSOR OF PERSIAN,
CANNING COLLEGE, LUCKNOW.

All Rights Reserved.

PRINTED AT THE NEWTT KIDDER PRESS
LUCKNOW.

1897.

Price per C 12, 12, 2.

[3th Edition]

Title page of a textbook on Grammar published in the late nineteenth century

The 'preface' of the book mentions, in brief, the theme of the book. It also indicates about the readers to whom the book has been addressed.

As regards the backpages, the book does not contain any index, glossary etc.

Physical Aspects It could be seen from the photographs of various pages of the book that the printing of the book is satisfactory. The type size used is rather small but the printing is sharp. The width of margins is somewhat less than what is generally given in textbooks in modern times. This affects the aesthetic aspects of the book. The paper used is thin and is of ordinary quality. The paging of the book is appropriate.

2. History of Indians told by its own historians (Muhammadan ¹⁹³¹), 1930 Dacca (as told), (London: ¹⁹³¹ and Co., 1977)

Strictly speaking, this was not a textbook used at the school stage. However, this could well be used as a reference book for deeper insight into Indian History.

The book is written in many volumes. This VII volume is a collection of essays on various aspects of Mughal period related to the ^{reigns} of Shah-Jahan, Aurangzeb, Bahadur Shah, Jahandar Shah, and Farrukh-Siyar etc.

Organization and Presentation of Content

The book is not a textbook. There are different articles by different authors. Each article is well written. The material has been taken from various primary sources which gives it an appearance of good research work.

Illustrations and Exercises No illustrations and exercises have been given in the book. This was due to the very nature of the book which contained different papers by different authors and was not meant strictly to be a textbook for the children.

Physical Features The book is well printed and well bound. A photograph⁽²⁶⁾ of title page of the book is given below.

(26)

THE
HISTORY OF INDIA
AS TOLD
BY ITS OWN HISTORIANS.
THE MUHAMMADAN PERIOD.



THE POSTHUMOUS PAPERS
OF THE LATE
SIR H. M. ELLIOT, K.C.B.,
EDITED AND CONTINUED
BY
PROFESSOR JOHN DOWSON, M.R.A.S.,
STAFF COLLEGE, CAMBRIDGE.

VOL. VII.

LONDON:
TRÜBNER AND CO., 57 AND 59, LUDGATE HILL.
1877.

(All rights reserved)

Title page of a reference book on Indian
History and its civilization.

3. Discoveries of Science, Editor, R.F. Saunders (Shahjehanpore
Shahjehanpore Literary Society; 1869)

As stated earlier, we were not able to find many textbooks which were being used in the schools during this period. However, we were able to lay hands on an educational journal which, it is believed, provided ample supplementary reading material for the school students. *****

(27)

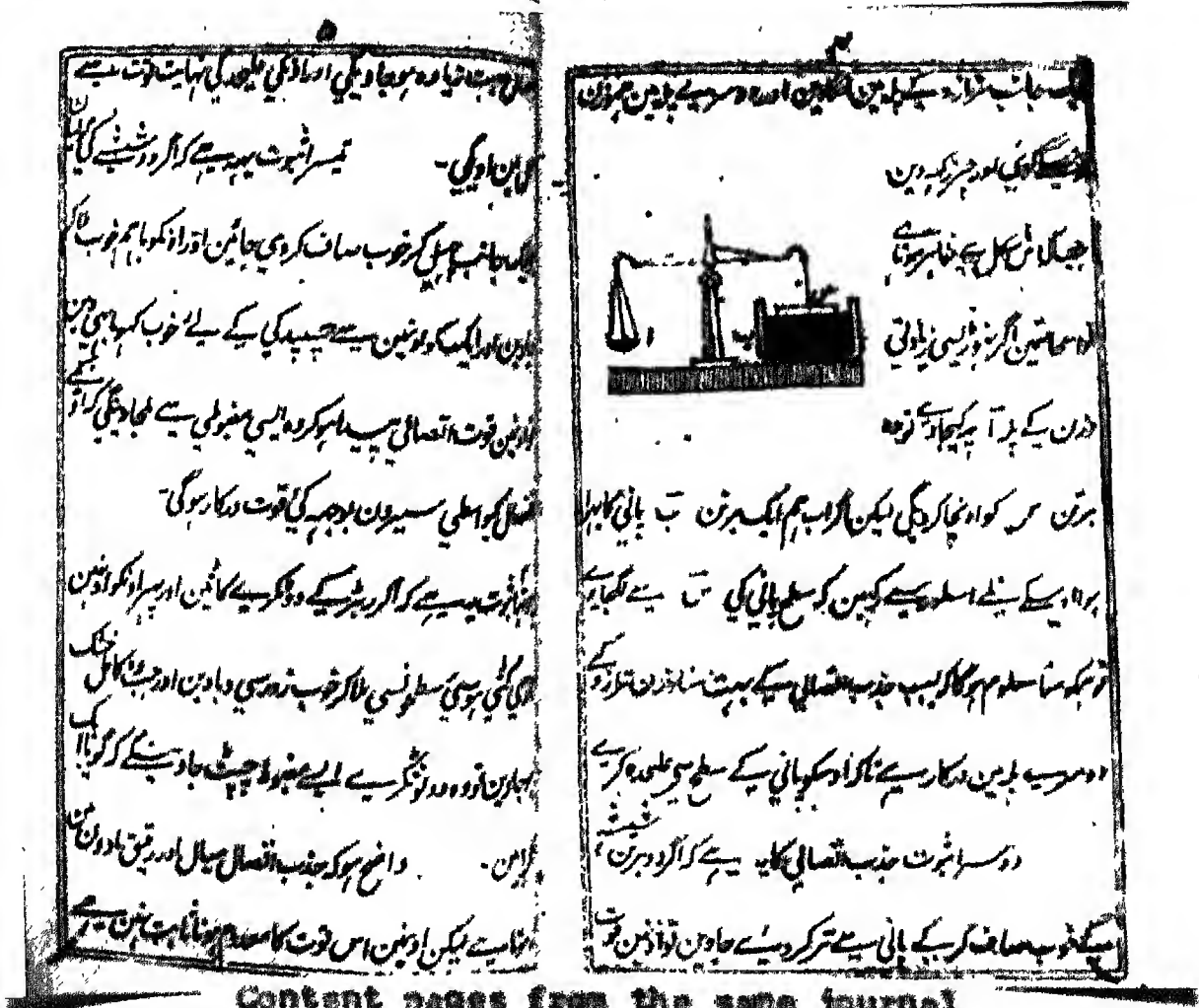
The title page
of the journal
claims to
contain
"Discoveries of
Science and
Things Worth
Reading and
Remembering".
This can be
seen from
the photograph
given on
the right side.



Cover page of an educational
journal published in 1869

A study of various issues of the journal revealed that it provided a lot of useful material for the students. The journal was published by the Shahjehanpore Literary Institute, Shahjehanpore. It is also obvious from the figures and illustrations given in the journal that the editor of the journal was taking considerable trouble to make it more interesting and instructive for the students. A photograph⁽²⁸⁾ of the content page containing an illustration from May 1969 issue of the journal, is given below.

(28)



Content pages from the same journal showing that it contained useful material for the school students

From these photographs one can have an idea of the kind of early Urdu printing of a journal meant for supplementing the textbook in school education. This can also give an idea about the nature of the content given in the journal.

Certain General Concluding Remarks on Textbook

In the preceeding pages we have discussed the educational growth and policies related to the preparation, evaluation and prescription of textbooks. We have also given some description of certain textbooks of the period. On the basis of it we produce below some of the general comments on the textbooks of this period.

1. It was during this period that a proper policy in relation to textbook started evolving. This was the result of the advent of a well articulated system of education through the Wood's Despatch on the one hand and consequent growth in education on the other. The Report of the Textbook Committee of 1877 and establishment of Textbook Committees in various Provinces played a significant role in it.
2. Even during this period many of the textbooks used were the translated versions of English textbooks written by British authors. ^{There is} There was also considerable progress in translating some of these books into vernaculars.
3. During this period a number of textbooks were also written by Indian authors themselves. They were also being used in the schools.
4. Certain controversies about the content matter of certain books also started raising heads. There was a clear indication of some resistance on the part of Indians to certain political and social ideas being imposed on them through textbooks.
5. The general get up of the textbooks had improved during this period as compared to its get up in the previous period.

6. Some of the textbooks in vernaculars were still being lithographed as there were no modern printing facilities in these languages.
7. In the case of certain textbooks the content matter and the language was found to be generally above the head of the students. Such books were being revised after proper evaluation.
8. The paper and binding was durable in most of the textbooks. The title page of the textbooks was not attractively designed in most of the cases.

Certain Remarks and Comments about Illustrations in Nineteenth Century Textbooks

Before closing this section about general remarks on this chapter, it will be desirable to give certain comments on illustrations in Textbook of this period. We got them from a book Education in India by John Murdoch⁴⁴.

"Most of the Government School-Books in India are entirely without illustrations. Some of the Government Vernacular School-Books have a few hideous woodcuts. The Marathi Series of the Bombay Government have some which are only a shade better, as those in the first Book; while a few, probably supplied by the School of Arts, are moderately good. The Punjab Urdu Series, illustrated by Mrs. Steel and Mr. Kipling, far surpass any other for artistic skill.

Two kinds of illustrations are required--small woodcuts for books and large pictures to exhibit to classes

附註

Woodcuts for books should be small in size, for economy of space; but they should be as clear and accurate as possible. Perspective and background are

4108

John Murdoch, Education in India (Madras: C.K.S. Press, 1981)
pp. 111-112.

are generally not understood by the common people. In their own books the illustrations are often little more than outlines. A little shading may be added, but not much. Printing has to be taken into account. It is far more difficult to bring out woodcuts clearly than ordinary letter - press. In the vernacular edition this has to be considered.

The original woodcuts should be from the best photographs where available and executed in the first style of art. This would involve some expense at first, but electrotypes could be supplied to all parts of India at a very low rates. The cost, on the whole, would be much less than engraving blocks at each of the Presidencies, while the workmanship would be far superior.

The subjects for woodcuts will readily suggest themselves. It may only be mentioned that the physical features, the ethnology, and remarkable buildings of India should receive special attention.

Some large coloured illustrations to explain lessons in science and the arts would be valuable, and convenient, to some extent, for want of apparatus, where the school houses are good, they may be hung up on the walls. In village schools, where they could not thus be protected from the wind and dust, they might be kept in a portfolio. Only a few would require to be specially prepared for India. A selection from those available at home would answer most purposes."

The comments present a clear picture about illustrations in textbooks during the Nineteenth Century⁴⁵.

45

In this connection, please also refer to Coventon J.C., Vernacular Reading Books in the Bombay Presidency.. pp 96-105.

CHAPTER VII

SOCIAL CHANGE, EDUCATION AND TEXTBOOK (1903-1947)

We have seen the quick implementation of the recommendations of the Wood's Despatch and consequent growth in the field of primary and secondary education in the preceding chapter. Because of the growth of education and the examination system which dominated it, the teacher slowly and steadily yet inevitably was losing his central position in the teaching-learning process. This place was being increasingly taken over by the textbook.

Due to this central position of textbook in the system of education, a lot of attention was being paid by the educational agencies towards the preparation, evaluation, production and prescription of textbooks. To meet this problem, State Committees on Textbooks were set up in every Province. These committees started playing a key role in the evolution of textbook.¹ In view of the above, it can be stated that the concept of modern textbook was more or less completely evolved during the period 1834-1904. In this chapter, an attempt will be made to study the evolution of textbook during 1903-1947 in the context of social change and new educational policies.

SOCIAL CHANGE AND NEW EDUCATIONAL TRENDS

The period from 1903-1947 was a period of great social

¹
A detailed reference to the work of these committees has already been made in the previous chapter.

and political turmoil in India. This political and social turmoil was influencing the educational scene also. The changing educational scene was producing its own changes in the area of textbooks. During this period the political, economic and cultural fields in the country saw the major changes. These changes, in turn, influenced the educational trends. As such we will study this section under the following two sub-sections.

A. Political events and educational trends

B. Economic and Socio-Cultural Events and educational trends

A. Political Events and Educational Trends

In the political field, the main trend during the period was the emergence of a strong trend of nationalism. This was influencing the course of educational developments and also the textbook developments considerably. At the very outset of this period, that is, in 1905 (August), the Swadesh² Movement was initiated in Calcutta. This movement, on the surface, appeared to be a political and economic movement by and large. But it had its great impact on the educational thinking also. It may be pointed out that the foundation of Arya Samaj (1870), the Indian League (1875), and certain other similar organisations had indicated that there was a resurgence of national feelings

² For studying the details of this Movement, especially its educational side, please refer to Mukerji, Haridas and Uma, The Origins of the National Education Movement (1905-1910) (Jadavpur University, 1957).

in the country. The establishment of certain educational institutions by Arya Samaj and similar bodies was again an expression of profound dissatisfaction with the English system of education. This dissatisfaction was growing. It reached its peak with the appointment of the Indian Universities Commission in 1902 and the consequent passage of the Universities Act of 1904. The various recommendations of the Commission and provisions of the Act stirred up the nationalist element further, and it gave a fresh impetus to educational thinking in 1905.

The educational programme of the Swadesh Movement was to be launched by the National Council of Education (Jatiya Shiksha Parishad), which was established in 1906 by the leaders of the Swadesh Movement. Its aims and functions included such things as imparting of education through the medium of vernaculars and preparation of suitable textbooks, especially in the vernaculars, for the private educational institutions which were to be established by it. In fact, it immediately tried to set a school and college known as Bengal National College and School. However, the Movement failed soon without fulfilling much purpose due to certain reasons in which we need not go.

The political climate kept on changing fast after 1905. The political reforms of 1909, popularly known as Morley-Minto Reforms, injected communal element in the body politic of India. This feeling of communalism influenced the educational scene also. This was partly evidenced by the establishment of Hindu University, Benares (1916), Muslim University, Aligarh (1920), and Dacca University (1921). One of the results of this communal feelings

was that more and more cultural and religious content began to be injected in certain textbooks by private authors and agencies.

The next two major political events were the World War I and the Act of 1919. The Act of 1919 was the result of World War I to a large extent. This Act introduced in India a new political element which is described as Dyarchy. This had far reaching effect on the political, administrative, constitutional and educational developments. On the side of the educational development, it was now thought³ that India was placed on a path of self-government. This would necessitate the emergence of a well-educated class of people who could provide lead to the Indian people. Thus, not only there was a need for the quantitative expansion of education but also a need to improve the quality of education of those people who were studying in secondary schools and universities. This required that the textbooks should be improved and more such content as could strengthen democratic institutions should be introduced in them. The second result was the establishment of the Central Advisory Board of Education in the wake of the Act of 1919. This Board played a key-role in providing guidelines to various educational agencies in the Provinces on various educational matters including those on textbooks.

By this time, the Indian National Congress had assumed a formidable position on the national scene. In fact, this was the sole agency which reflected the nationalist feelings after its leadership was assumed by Mahatma Gandhi. The Indian National Congress did not accept the Act of 1919 and the consequent

³
For more details, see Goel, B. J. Development of Education in British India (1905-1929) (Unpublished Ph.D. Thesis, University of Delhi, 1968).

introduction of Dyarchy as it fell too short of its demands. The Indian National Congress, as a result of this, started in India the famous Non-Cooperation Movement. As in the Swadeshi⁵ Movement of 1905, there was educational consciousness in the Gandhian Non-cooperation Movement also. Some of the main features of this consciousness were that the English Education system was unjust as it excluded the Indian culture. Secondly, it also wanted that the students should be taught through the medium of mother-tongue and vernaculars instead of English medium. No wonder, while this movement planned to open new educational institutions to impart national education, it also wanted that new textbooks should be prepared in India in vernaculars which should generally reflect the ideas of Mahatma Gandhi on education.⁴ In the wake of this movement, a number of independent educational institutions such as some Vidyapeeths, Jamia Millia Islamia⁵ and certain other institutions were established throughout the country. They also produced their own textbooks for use in these institutions. This was indeed a brave experiment in the field of writing new textbooks.

We were able to find some such books in Gujarat Vidyapeeth which was founded as a major institution of learning in Ahmedabad in the wake of Non-Cooperation Movement. A detailed list of the textbooks prepared here is given in appendix-IV. To illustrate as to what kind of textbooks were prepared during this phase, we

⁴ To know these ideas in details, please refer to Vyas, K.C. The Development of National Education in India (Bombay: Vora & Co., Publishers, 1954).

⁵ See Mujeeb, Jamia Millia Islamia - its Aims and Ideals (Delhi: Jamia Publications, 1937).

are giving below some comments on certain academic and physical aspects of the textbooks. These comments, especially on the academic aspects, will clearly show that these books represented a marked departure from those books which were being written by the authors for the government or government aided institutions. These books clearly reflected the thinking and philosophy of Mahatma Gandhi who was the unquestioned leader of the nation at that time.

BHL

1. ~~Religion~~ by MAHATMA GANDHI; Translated by Kashinath Trivedi (New Delhi, Ajitvan Prakashan Mandir, 1969)

This is a book which was prepared by Mahatma Gandhi during the Non-Cooperation Movement. The Satyagraha Ashram, Sabarmati, was running a national school during the twenties. The school felt the need for a religious reader for the beginners. The persons managing this school requested Mahatma Gandhi to write such a book for the national school. While in jail, in 1924, Gandhiji wrote a simple reader for the beginners but it was not a book of Hindu religion.

Some of the significant features of the above mentioned book as indicated in the Foreword and Preface are as follows:

- (1) Gandhiji felt that the common man is a suppressed man who makes his living by doing hard work. Gandhiji was keen for the development of the personality of the common man. Through the medium of the present book, he tried to reflect his own ideas about the relationship between man and man for wider publicity.

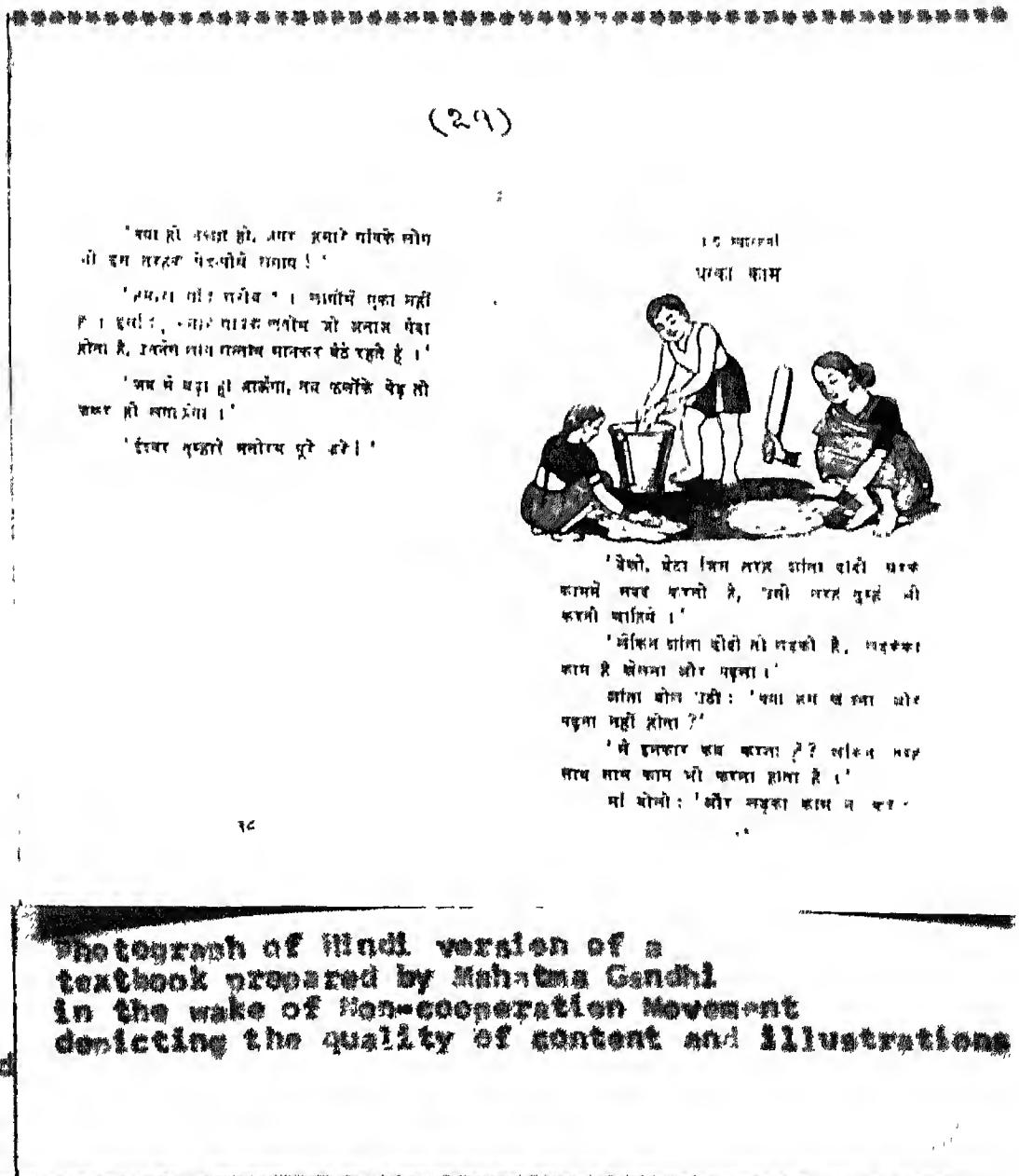
- (ii) Gandhiji thought that the child should be made aware of the concept of God as early as possible. This will become the foundation of future development of his life. This concept is reflected in the Reader prepared by him.
- (iii) The Language Readers that were in vogue were generally written from the point of view of the literature which could be used generally without the help of the teacher. Gandhiji wanted the teacher to be the pivot in the field of education. As a matter of fact he wrote this Reader mainly for the use of teachers. Gandhiji suggested that the teacher should get the book written in neat handwriting by each student. Every student would feel proud of the book written ⁱⁿ by his own hand. Thus, every year when the teacher teaches the book, he would be producing a new edition of the book.
- (iv) Gandhiji wanted that the education should be imparted by experienced teachers. The things taught should be practised by the teacher also in his life. Instead of giving literary education, it should be based on work or experiment.
- (v) The present book is not simply meant for teaching. It also indicates the direction in which the parents and the teachers are required to lead the life of the children.

- (vi) The underlined idea in the book is that whatever the child may learn, he should practise it. The content of the book is based on the day to day experiences of the child.
- (vii) The book has been written in the form of conversation between the mother and the child. Gandhiji wanted that simple day to day good habits mentioned in the book should be the part of life of the people although they generally do not follow all of them to a desirable extent.
- (viii) Gandhiji was of the view that there should be no book for learning alphabets. It is the teacher who should give the knowledge of alphabets to the children with the help of wooden slates.
- (ix) Gandhiji wanted that the Language Reader should be within the reach of poorest child. It means that the price of the book should be fixed keeping in view the economic conditions of the people.
- (x) Gandhiji suggested that if the book was to be printed it should provide illustrations of spinning wheel etc. The paper of the book should be of good quality and the type size should be of reasonable width.

The Reader written by Gandhiji contains 12 lessons on the themes like morning preparation for worship, prayer, physical exercise, spinning wheel, cleanliness, good habits, agriculture, homework.

The selected content is according to the themes of the lessons. Each lesson is properly divided into paragraphs. The text of the lessons is suitably supplemented by the coloured illustrations. The presentation is simple and effective. The language of the book is simple and lucid. The length of each lesson is appropriate keeping in view the age group of children for which the book is meant.

A photograph of pages 28 and 29 of the book is given on the right side. This gives an idea about the content and illustrations provided in the book.



Photograph of Hindi version of a textbook prepared by Mahatma Gandhi in the wake of Non-cooperation Movement depicting the quality of content and illustrations

It is desirable to point out here that the authors could see only a reprint of this book published in 1969. The photographs given in the succeeding pages have been taken from that book.

勞務局局長陳國治表示，政府將繼續與僑務委員會合作，協助僑胞在僑居地發展，並加強與僑胞的聯繫。

‘श्वरः नारा मन्त्रश्च पाद पादौ.’

此三篇是張氏對當時的政教弊病所發出的警告，也是對當時的士大夫所發出的警告，也是對當時的士大夫所發出的警告。

right side.

Title page of the book Balraj
prepared by Mahatma Gandhi

The inner title of the book provides information about the title of the book, its author, translator and publisher. The reverse of the title page provides information regarding publisher, copyright, year of first publication and the years of subsequent editions and price of the book.

The size of the book is appropriate. The printing is clear. The price of this book of 32 pages is fifty paise.

It may be worthwhile to quote here the ideas of Gandhiji about the textbooks and the teachers. These have been culled out from a lecture delivered by Gandhiji in the meeting of the National Education Council on August 1, 1924. The lecture was in Gujarati. A Hindi version of the lecture has been published on the back of the fly cover of the above mentioned book.

"I would think over thousand times before releasing a book to our people. I have written a small book entitled "Balpothi". I can read it within five minutes. If I read it minutely, I can complete it within ten minutes. I have not read the comments about this book. I know that many of the reviews would not make me happy. There is no end to my praise and criticism. Both of these do not bother me at all. Any how, the idea behind this book is of great importance. The idea is that the teacher should teach orally. Education should not be imparted through books and textbooks. In hope of textbooks for education, what would be injected in the minds of children? Perhaps a ghost ! In this way the thinking power of children is marred. I have come to this conclusion after knowing the experience of a number of children as also my discussion with many teachers.

I do not want to give any textbook in the hands of children. The teachers may read the textbooks if they like. We may write for the teachers as much as we can.

But if we write for the children, we will make the teacher a mechanical ~~machine~~. It will diminish the ingenuity of teacher and his freedom will be marred."⁷

2. Vidyaseeth Vachannala (Ahmedabad: Navjeevan Karyalaya, 1950)

This was the third in the series of Gujarati Readers. The book was first published in the year 1923 in the wake of the Non-Cooperation Movement. Its aim was to reflect the ideas of Mahatma Gandhi in the field of education for Indian students. A study of the book shows that the book reflects Indian culture nationalism and village India. It is in contrast to some of the textbooks which were used in Government or Government-aided schools and which contained a somewhat distorted version of Indian culture under the influence of foreign ideas.

Selection of Content

As stated above, the book was written in the wake of 'Non-Cooperation Movement' in the twenties. In the present edition, some additions and alterations have been made in some of the lessons. However, the basic philosophy on which the book was written has been kept intact. The modifications have been made in consultation with experienced teachers. The book is meant for the students of Primary and Middle school classes.

The lessons included in the book are on the themes of nationalism, culture, bravery, service, lives of great men etc

7

These ideas were given in Hindi. They have been translated into English by the authors.

Besides the prose, a number of poems are also included in the book. The logical continuity of lessons has been consciously kept in view. The selected lessons generally relate to the environment of the students, and are according to the mental maturity of the students.

Organization and Presentation of Content

The subject matter of the book has been organised into 43 chapters which are contained in 122 pages. Thus, on an average, one lesson is covered in about three pages. The titles of the chapters are brief and meaningful. Each lesson is properly paragraphed. The language is simple and precise. The presentation is such that the interest of the student is sustained throughout the book. The meanings of difficult words have been given at the end of different lessons. The authors have tried to infuse the feelings of national integration, cooperation, religious harmony, industriousness, truthfulness, service etc. The book not only contains do's but also includes some don't's, like learning³ bad habit of intoxication. The following paragraphs provide an idea about the themes, presentation of content, illustrations and exercises included in the book. A photograph of page 1⁽³²⁾ from the first chapter is given on next page which provides some idea about the book.

Illustrations

In most of the lessons, illustrations have been provided to make the content more attractive and meaningful. The size of the illustrations is appropriate. They are properly

contributions of different persons in bringing out the book in the present form have been properly acknowledged. A list of different lessons have been given in the content. On the back of the cover page, the National Song has been given.

While we were able to see some of the books for ourselves, we also got the opportunity to talk with one gentleman⁸, who was very much active during the Non-cooperation Movement, and was closely connected with the educational objectives of the Movement. Some of the salient points which came out of this talk on the issue of textbooks during the Non-cooperation Movement were as follows:-

- (i) Since its establishment, the Gujarat Vidyapeeth undertook, among other things, the task of development of textbooks for students, particularly in the subjects of languages and social sciences.
- (ii) The authors wrote these textbooks with a nationalist feelings, but they were not biased towards any caste, creed or religion. If at all there was some colour in these textbooks, it was a nationalist colour. For example in the above mentioned Hindi Reader 'Vidyapeeth Vachanmala', lessons on such themes as Sewagram, Koochgeet were included.
- (iii) Some of the textbooks developed by the Gujarat Vidyapeeth were also approved by the Government for use in the schools. As such the schools were free to prescribe them in various classes according to their liking and acceptance.
- (iv) The authors of the Vidyapeeth textbooks were dedicated persons having nationalist feelings. They wrote the textbooks with a missionary zeal, although they were also partly involved in politics. They expected little returns in terms of money from this work.

⁸
He is Mr. Jethamal Gandhi who remained associated in different capacities with the Gujarat Vidyapeeth, Ahmedabad since 1922.

- (v) The textbooks of those days depicted the society in its actual setting. However, the books of the Vidyapeeth also contained some such material which could instil in the people of the country strong nationalist feeling and also a desire to achieve independence quickly.

After the Non-cooperation Movement, there were two major political events in the country. The first event was the Act of 1935 which granted some kind of Provincial autonomy to India. This meant that the entire administration in various Provinces would be run by the Indians who will be elected to various Provincial assemblies through elections. Thus, it placed almost all of the Departments, including that of Education, in the hands of the Indian Ministers. It was at such a time that the scheme of Basic Education of the dreams of Mahatma Gandhi was given a concrete shape. Because of this scheme, it was quite obvious that a number of developments were going to take place in the field of education on the one hand and language textbooks on the other. In fact, a number of textbooks in vernacular were published. They were of good quality. They were written on such subjects as Algebra, Geometry, Chemistry, Physics and Botany. However, this political arrangement did not continue for very long as a conflict arose between the Indian National Congress and the British Government on certain accounts. The result was that

⁹
See, Shrimali, K.L. The Wardha Scheme (Udaipur: The Vidya Bhawan Society, 1949).

along with the failure of this political experiment, an educational adventure of national importance also collapsed.

The next event in the political developments was the promise of complete independence to India after the world war II. During this period the educational plan of 1944, popularly known as the Plan for the Post-war Reconstruction of Education or Sargent Report¹⁰, also saw the light of the day. This plan was mostly related to elementary education and it promised a complete overhauling of primary education including the textual material in it. However, the events moved fast and India gained its political independence in 1947 leaving that plan unimplemented.

B. Economic and Socio-cultural Events and Educational Trends

We have seen the developments in the political field and certain educational trends connected with them in the preceding pages. Now we would see some of the developments in the economic, social and cultural fields and note down certain educational trends as emerging out of them during the period 1903-1947.

There were certain developments in the agricultural field and industrial field during this period. In the agricultural field, there was a continuous feeling that some kind of agricultural education must be given at least to the students of rural areas. However, this remained a controversial

¹⁰

See, Bureau of Education, Post-War Educational Development in India (4th ed.) (New Delhi: Manager, Government of India Press, 1944).

issue for long. In this connection, the Resolution on Educational Policy of 1904 stated that, "the aim of the rural schools should not be to impart definite agricultural teaching but to give to the children a preliminary training which will make them intelligent cultivators.¹¹" Thus, this Resolution tended to decide the policy in favour of literary education generally.

However, the emphasis again changed after 1921-22.¹² It was pressed that the curriculum in the village schools should be farm oriented, and certain books taught in village schools should contain content related to the field of agriculture. This again raked up the controversy which continued till the ideas of Basic Education spread more firmly. Thus, there was not much impact of these ideas on the content of textbooks.

During this period, industry was also growing at a fast tempo. It is assumed that industrial economy advances the cause of education by increasing society's economic surpluses. Moreover, industry also helps in the economic betterment of the people which leads to a greater demand of education.

The economic scene, as it emerged from growth in the agricultural and industrial fields, had its own impact on the educational trends in the country. The first impact was in the form of a greater demand for more schools in the villages as also for inclusion of some textual material specially meant for the villages. Although this demand was never fulfilled firmly by the Government, yet the trend continued in one way or the other

¹¹ on Resolution on Indian Education Policy (1904) (Calcutta: Supt., Government Printing, 1904). p.20

¹² For more insight into this issue, please see Gool, B. S. op. cit : Chapter IV, and also pp.114-131.

The second trend was about the demand for opening more schools in the industrial towns of India for the children of industrial workers.

Apart from the political and economic developments which were influencing the course of education on the one hand and the textbooks on the other hand, there were certain developments in the social and cultural field also which were giving an impetus to an increasing demand of education. The means of communications, such as transport and roads and railways, were increasing at a fast pace. Side by side, there was growth in the number of cities and the process of urbanisation was also increasing at a fast tempo. This process of urbanisation was providing a better social intercourse between the educated and the uneducated. These developments, in turn, were producing a change in the educational thinking of many people. The people thought that education was very necessary for their economic development and also achieving some kind of social status in the society.

The development of press and numerous other media of communication such as radio etc., were also fostering new ideas, beliefs and values among the people. The net result was that not only the ideas on equality, humanism etc., were increasing, but the values related to education were also changing. Now many people believed in the sanctity of education, in the economic value of education, and in the social prestige value of education. These new ideas, values and beliefs were pushing the people in a great number towards getting some kind of education. For most of the people, secondary education had become some kind of necessity in order to get some kind of

13
Government job.

Side by side the above mentioned developments, which effected the course of education, there was another development which also influenced the growth of education. This was the emergence of middle classes and professional classes in India. It may be pointed out that certain classes such as the Brahmins, Bhadrak, Kayasthas and Vaisnyas had started going in for English education with a great zeal. These people after getting English education were being increasingly absorbed into various professions such ^{as} medicine, teaching, engineering, journalism. These people represented the professional classes and slowly and steadily assumed the position of middle classes in India.

These middle classes were entirely dependant upon education and through it to some kind of job for their economic well-being and social status. As these classes had no other source from where they could get economic dependence, so they patronised education in a big way. There was almost a competition among the persons of the middle classes to get more and more education in order to grab more government services. These middle classes effected the growth of education to a great extent during this period. Moreover, their beliefs, ideas and values also started getting into the content of the textbooks in a great measure. Thus, this social and ~~ag~~ cultural development not only changed the educational scene but also influenced the evolution of

textbooks to a marked degree.

EDUCATIONAL POLICIES

The political, economic and socio-cultural changes which have been briefly mentioned in the last ^{a few} ~~four~~ pages were to some extent the result of educational developments in the previous period, that is, before 1905. Now these changes were becoming a big cause, in turn, for the changes in the educational policies on the one hand and expansion of education on the other.

The growing demand for education from the middle classes was forcing the Government to formulate new policies and new plans in respect of primary and secondary education. In respect of primary education, the Government of India stated in the Resolution on Indian Education Policy, 1904 that:

"On a general view of the question the Government of India cannot avoid the conclusion that primary education has hitherto received insufficient attention and an inadequate share of the public funds. They consider that it possesses a strong claim upon the sympathy both of the Supreme Government and of the Local Governments, and should be made a leading charge upon provincial revenues; and in those provinces where it is in a backward condition its encouragement should be a primary obligation. The Government of India believe that Local Governments are cordially in agreement with them in desiring this extension, and will carry it out to the limits allowed by the financial conditions of each province."¹⁴

¹⁴

Goel, S.S. op cit. pp.175-188

¹⁵

Resolution on Indian Education Policy 1904 op cit
pp.17-18.

On the level of secondary education also a considerable demand for its expansion was coming from the middle classes. because of this growing demand the Education Commission of 1882 had already given a policy which stated that the private efforts in the field of secondary education would be encouraged by the Government. Now this policy was given a new boost. This was due to the fact that the political demands on the one hand and economic needs on the other hand had increased and it was thought by the people that secondary education was to a great extent helpful in meeting both these demands. It was due to this fact that Lord Curzon stated in a speech made on 20th September, 1905:

"I hope that the Government of India will not be indifferent to the claims of secondary education in the future. When the universities and colleges have been put straight, we must look to the feeders, and these feeders are the high schools. Indeed we cannot expect to have good colleges without good schools. I am not ~~misleadingly~~ sure, if a vote were taken among the intelligent middle classes of this country, that they would not sooner see money devoted to secondary education than to any other educational object. The reason is that it is the basis of all industrial or professional occupations in India. There is just a danger that between the resonant calls of higher education, and the pathetic small voice of elementary education, the claims of secondary education may be overlooked, and I, therefore, venture to give it this parting tolling bell."

It also became clearer that the Government now wanted to have a strict control over secondary education, because the Government was feeling that the education at the private hands, although aided by the Government, had given a great boost to the

political agitation. Thus, it wanted to retain the control of education in its own hand although it wanted the private people to take more interest in the growth of secondary education. Accordingly, the Resolution of 1904 laid down the new policy¹⁷ in the following words:

"The progressive devaluation of primary, secondary and collegiate education upon private enterprise and the continuous withdrawal of government from competition therewith was recommended by the Education Commission in 1881, and the advice has been generally acted upon. But while accepting this policy, the Government of India at the same time recognise the extreme importance of the principle that in each branch of education Government should maintain a limited number of institutions both as model for private enterprise to follow and in order to uphold a high standard of education. In withdrawing from direct management, it is further essential that Government should retain a general control by means of efficient inspection over all public educational institutions."

The nature of educational policy in relation to primary and secondary education upto 1904, has been briefly seen above. The ~~evolution of~~ policy after 1905 evolved with certain new factors and forces in the background. Due to the fast changing political, social and educational scene of the country, there were new problems for the Government which needed a fresh look on the educational policy in order to provide new solutions to these problems. In relation to primary education, certain new factors intervened after 1905. The first was Baroda Primary Education Bill, 1906, which provided for some kind of compulsion for the children of Baroda State to attend

primary schools. This gave an idea that primary education could be expanded only by introducing some kind of compulsion for attendance for the children of school going age. The second factor which intervened during this period was G.K. Gokhale's Bills in the Imperial Legislature asking for expansion of primary education for the entire country. These two factors forced the Government to bring out a new Resolution on Educational Policy in 1913.

This Resolution laid down as a matter of future policy that the Government would undertake to remove illiteracy in India and for this every effort would be made by the Government. The Government stated in clear term that it was the policy of the Government to break down illiteracy by spending an increased amount of money on the primary education. The Government also laid down certain principles in this Resolution for the expansion of primary education. These principles promised to establish more upper primary schools at suitable centres and lower primary schools wherever necessity was felt. It also laid down that further expansion would be secured by means of board schools and by giving liberal aids to maktabs and madrassas where primary education could be imparted. It stated:

"It is the desire and the hope of the distant Government of India to see in the distant future some 91000 primary public schools added to the 1,00,000 which already exist for boys and double the 4½ millions of pupils who now receive instruction in them." 18

In relation to the secondary education also certain new

factors intervened after 1905 which forced the Government to have a new look at this policy on secondary education in the Resolution of 1913. First of these factors was that there was an increasing demand from the middle classes of the country for more and more secondary education. This was reflected in various political agitations and numerous representations from the people of different areas. The second intervening factor was that as there were more political agitations against the Government, and this was largely attributed to the increase in the enrolment of students at secondary and college level, the government felt a bit nervous. It was felt by the Government that more education would further aggravate the situation against it.

Such were then the circumstances which led to the formulation of new policy in relation to secondary education in 1913. This policy firstly talked of more difficult conditions which were to be fulfilled by a private secondary school before qualifying for recognition and grant-in-aid¹⁹. This policy also indicated that the Government would open more secondary schools on its own. The clear purpose of the Government for formulating such a policy was to increase its strangle-hold on secondary education in order to avoid political agitation but it did not say so openly. Instead, it said that it wanted to control secondary education so that better efficiency would be maintained and better quality of education could be provided to the people.

¹⁹
This opinion was very largely shared by the nationalist forces at that time.

After the Resolution of 1913, the secondary education came under the review of the famous Calcutta University Commission during 1917 to 1919. Although this Commission was appointed for making certain enquiries and subsequently certain recommendations for the Calcutta University alone, yet its recommendations were of far reaching character and they influenced the secondary education also throughout the country. One of the most basic recommendations in this regard was that it wanted the dividing line between the secondary education and college education at the intermediate level. Thus, it recommended that secondary education should be given in intermediate colleges and it should have a duration of 12 years.²⁰ In fulfilment of this recommendation, some of the Indian provinces, especially the United Provinces, opened quite a few intermediate colleges. This naturally effected the preparation of new textbooks at the secondary level to some extent, as new syllabi were drawn for different courses.

Policy after 1921

During 1921-1929, a number of plans and schemes were evolved in different provinces for the expansion of primary education as a consequence of the introduction of dyarchy in India. These schemes and plans succeeded to a great extent and the period 1921-1929 was described as a period of maximum development in primary education. However, this development in

²⁰
The Commission gave a number of reasons for such a recommendation. The most important was that a boy of 16 after Matriculation was too immature to join a college.

primary education was accompanied by some deterioration in the quality of education. This was taken note of by the Hartog Committee. It may be pointed out that this Committee was the 'Auxiliary Committee of the Indian Statutory Commission' and was chaired by Sir Philip Hartog. This Committee recommended that in future, a policy of consolidation should²¹ be adopted in preference to the policy of expansion. It also wanted that the standard and quality of education should be raised by various means. The nationalist element was critical of this report.

The next step in the evolution of policy in regard to primary education was taken in 1937 in the wake of the introduction of provincial autonomy in India. It may be pointed out that the Act of 1935 introduced some kind of provincial autonomy in India to satisfy the leaders of the Indian National Congress who were leading a big movement all through for national independence. As a result of the Act of 1935, the Congress Ministries were formed in many provinces of India through elections. The Indian National Congress had already evolved a scheme of Basic Education²² at the primary and middle level. So, as soon as the Congress Ministries came into power in various provinces, they tried to introduce certain elements of basic education that suited the

21

For more details in this regard kindly see Nurullah and Nasik, op. cit. pp. 625-680

22

for details, see Khuram Ali K.L., op. cit. There are many other publications published by the Hindustani Tablighi Mahal, Wardha, which contain a great insight into the history of education.

needs of Indian children in the primary and middle schools. However, due to certain reasons, the Congress Ministries in the provinces had to resign soon and thus, this scheme could not be given a fair trial.

In relation to this scheme it can be said that it wanted the entire bunch of textbooks to be replaced by new textbooks written according to the scheme of Basic Education. These new textbooks were to be written in the vernaculars and purely from the Indian point of view.

After the Second World War, the Government of India was again seized of the problem of primary education. In 1944, a plan, known as the Post-war Educational Reconstruction Plan, was drawn up. This plan envisaged a complete reconstruction of elementary and middle education in the country in a period of 40 years. However, the political events in the country turned very quickly towards the national freedom. As India achieved freedom in 1947, this plan and the policies enunciated in it could not be implemented.

Policy in Secondary Education after 1921

On the front of secondary education, the old policy of aiding the private schools for a greater expansion continued. In 1920, the Hartog Committee Report noticed that in the field of secondary education there had been a considerable advance in all respects. However, it pointed out that the secondary education was still largely dominated by the idea that secondary education should prepare a child for university education.²³

²³ This was in spite of the fact that the Indian Education Commission of 1882 and the Resolution on Indian Educational Policy 1913 recommended certain vocational courses for the post secondary stage of education.

This kind of thinking among the students was found to be responsible for a large scale wastage at the terminal examination stage of secondary education. The main reason was that those students who could not pass the secondary examination mostly dropped out and many of those who passed the secondary examination could not go in for university education due to lack of intellectual capacity or lack of economic resources. Thus, the Committee wanted this wastage to be reduced. It suggested that the students could take up some productive work after termination of the secondary stage. The Committee also suggested remodelling of the courses to make them more practical in life. The next step in the policy of evolution of secondary education took place after the Act of 1935 which introduced some kind of provincial autonomy in the country. The educational policy and its implementation after 1935 was the same as has already been explained while dealing with the policy on primary education after 1935 in the preceding pages. As the Congress Ministries which came into power in various provinces in the wake of the Act of 1935 had to resign, the new policy could not be implemented in the field of secondary education also.

Thus, the secondary education and the textbooks used at this stage continued in the same old fashion without much change. It was in 1947 that a purely National Government took over the charge of the country. It will be seen in the next two chapters how textbooks at the school stage evolved in the post-independence period that is during the period after 1947.

Progress of Education in India

The social change which has been described in the foregoing pages, and the various educational policies of the Government of India which have also been seen in the preceding pages, show that there was a lot of demand for extended facilities of education at the school stage. It is also clear that the Government was not entirely opposed to this demand although it occasionally showed some helplessness on account of finances to meet the entire demands. There were certain political considerations also in the mind of the Government to meet the entire demand for the expansion of secondary education. Nevertheless, there was great expansion in the field of primary and secondary education during the period 1903-1947. The two tables given below depict the progress of primary education and secondary education respectively during this period.

TABLE - IV

Progress of Primary Education in India (1901-02 to 1946-47)²⁴

| Year | Number of Primary schools | Number of pupils in primary schools | Enrolment at the primary stage (including pupils on rolls in primary departments of secondary schools) |
|---------|---------------------------|-------------------------------------|--|
| 1 | 2 | 3 | 4 |
| 1900-02 | 97,854 | 3,204,336 | 1,564,122 |
| 1946-47 | 112,930 | 3,937,866 | 4,336,154 |

²⁴ Figures taken from the Second Indian Year Book of Education, Elementary Education (New Delhi: 1954) pp. 627-628

(contd. from pre-page)

| 1 | 2 | 3 | 4 |
|---------|---------|------------|------------|
| 1911-12 | 121,978 | 4,983,142 | 5,494,416 |
| 1916-17 | 142,201 | 5,810,730 | 6,404,200 |
| 1921-22 | 160,070 | 6,310,400 | 6,897,233 |
| 1926-27 | 189,548 | 8,255,760 | 9,120,458 |
| 1931-32 | 201,470 | 9,434,360 | 10,427,980 |
| 1936-37 | 197,277 | 10,341,790 | 11,465,709 |
| 1941-42 | 181,968 | 12,016,756 | 13,105,618 |
| 1946-47 | 172,661 | 13,036,248 | 14,105,418 |

Table - V

Progress of Secondary Education in India (1901-02 to 1946-47)²⁵

| Year | Number of Secondary Schools | Number of pupils in Secondary schools |
|---------|-----------------------------|---------------------------------------|
| 1901-02 | 1170 | 262,839 |
| 1906-07 | 1277 | 298,376 |
| 1911-12 | 1754 | 407,763 |
| 1916-17 | 1750 | 572,261 |
| 1921-22 | 2248 | 394,910 |
| 1926-27 | 2687 | 794,201 |
| 1931-32 | 3123 | 955,051 |
| 1936-37 | 3657 | 1,232,713 |
| 1941-42 | 4039 | 1,337,948 |
| 1946-47 | 3659 | 1,571,341 |

²⁵ Figures taken from the Fourth Indian Year Book of Education, Secondary Education (New Delhi: M.E.T.I., 1973), p.462.

The progress shown in the above two tables makes it clear that there must have been a lot of demand for the textbooks both at the primary and secondary school stage.

After seeing the social, political, economic and cultural changes and their impact on the educational trends on the one hand and textbooks used in school on the other hand, we now come to a study of the actual work on the preparation, prescription and evaluation of textbooks. It may be pointed out that the preparation and evaluation of textbooks during this period was being influenced by the same political and social factors which have been mentioned in the preceding pages. To be precise, while the nationalist forces wanted the textbook to be written from the point of view of the Indian nationalism and culture, the Government wanted to serve its own political interests in India through the media of textbooks also. The issues involved in this section will be dealt with under the following ^{three} main heads:

1. Textbook Committee, and their role in the selection, prescription and evaluation of textbooks.
2. Increasing interest of Central Government in textbooks.
3. Evaluation of textbooks and certain tools of evaluation used during this period.

1. Increasing Role of Textbook Committees

In the last Chapter we saw the emergence of Textbook Committees as separate entities in the Textbook Departments of the Provinces. We also noted certain major functions of

of these committees. During the period under study the functions and role of these committees got extended due to various emerging needs of the schools and students. It may be pointed out that although the constitution of Textbook Committees varied in certain respects in various provinces yet their functions were more or less similar. ²⁶ They generally related to the selection, prescription and evaluation of textbooks.

The question of the functions and constitutions of textbook committees was considered by the Central Advisory Board of Education at its seventh meeting held in February, 1923. The main issues considered were: (i) selection of textbooks, (ii) library and prize books and (iii) the best agency for the production and publication of textbooks. Some of the observations and recommendations of the Board were as follows:

- (i) The choice of textbooks should be governed only by their educational value and suitability of price.
- (ii) The number of approved textbooks should be restricted to a definite figure in each subject so as to avoid unnecessary multiplication. The number need not necessarily be the same for each subject.
- (iii) It is undesirable and unnecessary to prescribe particular textbooks for government and aided schools, if the number of approved textbooks is limited in proposed.
- (iv) Official agency should only be employed for the production of textbooks which are not of a remunerative nature. In the case of books produced through semi-official agency, e.g., by competition, no monopoly for a term of years should be given.

Various Pressures and Constraints

The functions and role of the Textbook Committees, as stated above, were very explicit. However, it is seldom that in the functioning of such committees only the explicit statements are followed in totality. There are generally certain hidden motives and understandings which remain unstated on the paper, but which play an important role in actual practice. For example, it was nowhere stated that the political interests of the Government should be protected while evaluating the textbooks for purpose of selection and prescription. However, this unstated idea always worked in the minds of certain members of the Textbook Committees while selecting and prescribing textbooks. In fact, numerous other pressures tried to influence the selection of textbooks during this period.

From a study of the educational records and reports relating to the period between the last quarter of the nineteenth century and the independence of India, ²⁷ ~~and~~ it appears that the textbook was seen partly as an instrument by different groups of people to serve their own purposes. For example, the missionaries tried to convey the teachings of Christianity through textbooks. They endeavoured that the textbooks compiled by them ought to be prescribed in most of the schools. They wanted that freedom to use their textbooks in their own schools should at least not be challenged. However, objections were raised to the

²⁷

These records and reports generally include the various quinquennial Reviews on the Progress of Education in India.

use of mission textbooks in several quarters as containing material which offended the religious susceptibilities of the Indian people. Similarly, the Arya Samaj and certain other nationalist organisations wished to use textbooks to put across their own bias.

Like these groups, the Government had its own political axe to grind through textbooks. Since it was the Government which controlled education, it often succeeded in having its own way through textbooks. Quite often the Education Departments tried to achieve the purpose of the Government by showing their desire for uniformity of textbooks in all the schools. The work to achieve this purpose was generally done through textbook committees and they utilized their powers of prescription and evaluation to achieve it.

As has already been stated in the last chapter, the new method of prescribing textbooks was introduced in the year 1900. In this connection the local Governments adopted the procedure of prescribing textbooks on the advice of their Textbook Committees. The Textbook Committees in various provinces asserted the following *modus operandi*, in general, in relation to prescription of textbooks:

- (i) After a preliminary examination of textbooks received from private publishers, the Director of Education referred them for evaluation to the *Local Textbook Committee*.
- (ii) It was the job of the Textbook Committee to get the textbooks evaluated either through its members or by some subject-masters etc., and then its recommendation for prescription or other use of the books to the Government. In each province there was a *secretary of books*, who was an officer of the Government and whose service was usually selected for his literary attainments. The textbooks were usually evaluated with the help of some tools which were prepared on the

²⁸
basis of certain well-laid criteria.

- (iii) In the light of recommendations of the Textbook Committee, the Director of Education had to take decision about prescription of textbooks. Lists of approved textbooks were published from time to time by the Director of Education in each province.

In each province about 1000 textbooks were approved annually. It was natural that there should be competition for adoption of textbooks. In view of the increasing enrolment in secondary and primary schools, as already mentioned, any book that had been officially approved for use as a textbook became a source of considerable profit to authors and publishers. Consequently, the production of school books in some provinces rose very high due to sharp competition.

²⁹
The following figures mentioned in the quinquennial Review (1917-22) give a fine picture about the state of affairs in this regard.

TABLE - IV

Books dealt with between 1917-22

| Province | Considered | Approved | Rejected | Still pending |
|------------------|------------|----------|----------|---------------|
| Bengal | 2668 | 945 | 896 | 827 |
| Bihar and Orissa | 4435 | 1643 | 1982 | 810 |
| United Provinces | 2200 | 852 | 1302 | 46 |

²⁸
As an illustration, certain tools of evaluation of textbooks in different subjects that were being used by the Textbook Committee in the United Provinces are given in appendix-V.

²⁹
Progress of Education in India Vol. I (Calcutta: Imp. Govt. Printing, 1923) p. 236

It has been added that "Even in a small Province, like the North-west Frontier Province, the Director receives over 300 books from publishers every year for consideration".

In view of the already stated two major factors, that is, the increasing enrolment in secondary and primary schools on the one hand and considerable accruing of profit to the authors and publishers from prescribed books on the other, the production of textbooks continued at an accelerated pace even after 1922. The figures given of the 'books examined' and the 'books approved' in the tenth quinquennial Review show that there was a very sharp rise in the number of textbooks which were sent for examination by the publishers.³² The trend of increasing production of textbooks became even more sharp in later years. This is evident from the following table.³²

TABLE - VII

Number of books approved by Textbook Committees during the quinquennium 1932-37

| Province | Books examined | Books approved |
|----------|----------------|----------------|
| Madras | 9,314 | 7,189 |
| Bombay | 1,238(a) | 1,092(a) |
| Bengal | 7,447 | 3,248 |

³⁰
ib id p.236

³¹
Progress of Education in India 1927-22, Vol.I(Calcutta: Supt. Government Printing, 1931) p.262.

³²
Progress of Education in India 1932-37, Vol.I (Simla, 1940) p.270.

(contd. from pre-page)

| Province | Books examined | Books approved |
|------------------------------|----------------|----------------|
| Punjab | (b) | 384 |
| Bihar | 3,928 | 1,973 |
| Central Provinces and Berar | 997 | 579 (c) |
| North-west Frontier Province | 1,642 | 1,098 |
| Sind | 76 | 63 (a) |
| Delhi | 2,318 | 1,223 |

N.B. Figures for some provinces are not available.

- (a) For 1936-37 only
- (b) Figures not available
- (c) From May 1935 to March 1937 only.

The above table gives a very bright picture of the progress in the production of textbooks in various provinces in India. However, the picture was not so bright on the front of textbooks in the vernacular for the vernacular primary education. In fact, it was stated that during 1922-27, the progress of vernacular primary education was indirectly retarded due to dearth of such books. The position in this direction also began to improve after 1927. The provincial Governments made considerable efforts, especially through the award of prizes, to raise the production of such textbooks. Grants were also given to many literary societies such as Deccan Vernacular Translation Society, the Gujarat Vernacular Society and the Karnataka Vidya Vardhak Sangha to achieve the same purpose. Thus it was stated in the Tenth Quinquennial Review (1927-32) that there was a considerable increase in the number of such books also.

The Textbook Committees were generally guided by the following objectives while approving textbooks for prescription

- (i) The book is one of the best books for the educational purpose for which it is designed.
- (ii) The cost of the book is reasonable and within the means of the class of a boy for whom it is to be prescribed.

It was at one time customary to approve of one particular textbook only in each subject in each class. However, this resulted in the disadvantage of creating monopolistic trends. The Education Departments thought that it would be desirable to allow the teachers some freedom in their choice of books. On the other hand it was also felt that too wide range of choice could not be allowed for various reasons.

Besides the question of prescribing single set of textbooks or multiple sets of textbooks, the use of unauthorized books and keys also attracted attention of the Government. The Eighth Quinquennial Review on Progress of Education in India for the period 1917-22 revealed that the Textbook Committees were not in a position to see that the books which they rejected were kept out of the schools. It was observed that publishers of rejected books did their best to dispose of their books. Another serious problem related to the use of keys and cram books which, from their very nature, never came before the Textbook Committees for scrutiny. The Quinquennial Review stated that the methods of instruction and examination in many secondary schools encouraged the use of such aids to memory and commented that such books could disappear when it would no longer be found worthwhile

to produce them.³³

The Constitution and functions of the Textbook Committees in the provinces remained more or less similar upto the year 1947. Only once, that is, during 1923-1927 certain attempts were made to revise and reconstitute the Committees in certain provinces.³⁴ However, no significant changes were made even at that time. As such, this aspect of Textbook Committees is not being given in details in this chapter. After independence, the work of nationalization of school textbooks gained momentum. The details about nationalization of textbooks and the modes of their preparation, evaluation, production and distribution have been mentioned in the next chapter.

2. Increasing Interest of Central Government in Textbooks

We have already given detailed account of the role and functions of Textbooks Committees in various provinces. Through these Committees, the provinces were exercising control in the matter of preparation, evaluation, production and distribution of textbooks. However, the Central Government continued to play advisory role in the field of education and generally discharged coordination and clearing house function. Besides making general policies at all India level for various stages of education, it devoted considerable attention towards issues and problems related to textbooks also.

³³

Progress of Education in India 1917-22, Vol. I, pp. xii p. 21

³⁴

Please see Progress of Education in India (1923-1927)
Vol. I, pp. xii pp. 280-283. Please also see Pres No. 40,
Department of Education, June, 1923, on the subject "Functions,
Constitution and Procedure of Textbook Committees in different
Provinces". The file is available in the National Archives
of India.

This interest of the Central Government in the area of textbooks was reflected off and on in various comments which were generally contained in various reports and resolution on education issued from time to time. Reference of many such reports and resolutions has already been given in the foregoing pages and chapters. The report of Textbook Committee of the Central Advisory Board of Education, 1943 gives a good account of the interest of the Central Government in relation to various issues and problems related to the various aspects of textbooks. This interest is reflected in various recommendations and suggestions of the Committee. As these recommendations are very important from the viewpoint of textbook evolution itself, and as they also tell a great deal about the interest of the Central Government in the area of textbooks, their details are being quoted from the report itself verbatim. This long verbatim quotation from the report can also serve as a record for future researchers in the area of textbooks.

1. In considering the choice and use of textbooks the committee wish to lay stress on the fact that the personality of the teacher and his spoken words should constitute the vital part of any school lesson. The activity principle, common to modern methods of teaching, make an increasing demand on the resourcefulness of the teacher and emphasise the necessity for direct contact between pupils and concrete objects. This tendency has to an appreciable extent lessened the importance of textbooks as far as school work is concerned. Nevertheless they still remain in all branches of studies not only a valuable guide but also an indispensable auxiliary to study.

2. The committee then examined the methods of production and selection of textbooks adopted at present in different areas of this country. They appreciate the difficulties, by no means always of an educational nature, which stand in the way of effecting any substantial improvement as long as the existing system is allowed to continue. It was generally agreed that there is a serious lack of scientific planning in this connection throughout all stages and

that the contents of textbooks should have due regard to educational requirements to the limits of topics, their presentation in relation to the requirements of the different grades, the precision and accuracy of facts, the formulation of suitable exercises, and so on. Attention must also be devoted to technical aspect of the subject, the question of paper, the colour of the ink, the suitability of types, the significance and artistic merit of illustrations
1.9. The general appearance and the make up of the books. Its price is no less an important consideration. It not infrequently happens that the production of textbooks is left to publishers of no outstanding reputation, who for the sake of economy, may engage professional writers of a poor calibre or whose influence would be likely to secure the selection and the adoption of textbooks in question by educational authorities. Apart from this the syllabuses prescribed for the different grades require as a rule expert interpretation and authors of the type mentioned above generally lack the necessary technical knowledge as well as the art of writing books suitable for school use. Though textbooks of excellent quality are produced from time to time in some areas the committees are satisfied that judged as a whole the books available do not fulfil educational technical or economical requirements.

3. The committee are of the opinion that the objective they have in view viz., the provision of an adequate supply up-to-date textbooks suited to the needs of people and students at the various stages cannot be secured by any modification of the present system and recommend that the following procedure should be adopted in future:-

- (i) An educational authority should invite the submission of textbooks by authors or publishers by public advertisement.
- (ii) The authority concerned should give the authors as full information as possible regarding the required contents of the textbooks and their appearance and general make up.
- (iii) Any one submitting a book or manuscript should be required to pay a fee, the amount of which may be determined by the educational authorities, the object being to keep down the number of manuscripts of indifferent quality. In the case of books which are approved, the fee charged at submission may be refunded.

The Manuscripts thus received should be placed before a Reviewing Committee consisting of members selected purely on the basis of educational merit. The honorarium paid to these reviewers should be sufficient to attract people of the requisite calibre. Where thought desirable, educational authorities may invite reputable authors to write books according to their requirements, in which case the question of levying a fee will obviously not arise. There are however obvious limitations to this practice.

- (iv) The recommendations of the Reviewing Committee should be submitted to the Director of Public Instruction, or any other authority set up in this connection, whose decision should be final.
- (v) Once a book has been finally approved, the copyright should be purchased by the Education Authority concerned with a view to its publication at a fixed price.
- (vi) The publication of the book should be undertaken directly by the Education Authority or through their approved publishers.
- (vii) Education Authorities should maintain a panel of such publishers, who should be selected after a careful scrutiny of their ability to meet the demands in view.

4. Where an educational authority is not in a position to undertake the printing of textbooks in a press directly under its own control, the entire printing work of the year in this connection should be allocated amongst the approved publishers on the panel, after due consideration of the tenders submitted by them. Where the Educational Authority itself undertakes the publication and the distribution of books, it is desirable to secure, wherever possible, their free distribution or at least concession in carriage and postage rates. Where the Education Authority is unable to assume direct responsibility for distribution, this will have to be done through local book sellers. In no part of the country, however, should any higher charge than the published price be permissible. It is also desirable that school textbooks should be free from all taxes likely to result in an increase in their price. Unless and until all books are supplied free to pupils, the importance of ensuring that the price is as low as possible needs no emphasis.

As the purpose of a textbook is that of a guide and of an auxiliary, the committee consider it desirable to ensure a certain measure of choice, for this reason the number of textbooks in each class for each subject should not be less than two or more than six. The procedure

High schools should in future possess sound educational qualifications and professional training, the committee feel that they should be allowed to exercise their own judgement in the choice of books within the limits prescribed. The number of books approved at this stage may be slightly larger than at the primary and middle stages.

7. With regard to the requirements of adult education, the committee felt that they should restrict their enquiry at this stage to literature suitable for those adults who are to be rendered literate. The planning, production and selection of literature in this case should follow generally that recommended for primary and middle stages, although there should be a wider choice with regard to the number of books.

8. The Committee gave special consideration to the question of textbooks in literary subjects and came to the conclusion that the procedure here should not differ materially from that advocated elsewhere. It is certainly desirable that pupils at the school stage should be encouraged to study the original works of reputable authors, whenever possible.

9. The committee wish to emphasise the importance of research in regard to the planning of textbooks at all stages of education. In some educationally advanced countries textbooks are planned at what are known as curriculum centres and it is suggested that educational authorities in India should encourage the training colleges under their control to set up departments for research and experiment.

10. Opinion was general that the large provinces have a sufficiently large school-going population to constitute an economic unit for educational production and to ensure an economic price in the supply of books. There is, however, considerable scope for co-operation between those provinces where common languages are spoken. The educational authorities in such cases might profitably advertise for books jointly, or one province may sell or lend to another the copyright of a book which has proved a success in their own area. In the case of some subjects, where the number of books required is not large the committee are of the opinion that it would be of great advantage to education and to the public generally, if provinces pooled their resources for the production and supply of textbooks.

11. The question of production of a supply, adequate both in quantity and quality, of textbooks in Indian languages has already received attention in connection with the requirements of the high schools. In view of the importance of the issue to the general education

development in the country, the committee further recommended that the Central Advisory Board of Education should maintain a Bureau whose function will be:-

- (i) to circulate to the provinces standard textbooks produced in different parts of the country;
- (ii) to issue a periodical containing good reviews of recent books;
- (iii) to maintain a staff competent to produce as required, in Indian languages, either original books or compilations suitable to Indian needs from materials available in standard textbooks produced in other countries.

The Bureau should be in a position to give general guidance to education authorities in regard to textbooks and other literature, especially in scientific and technical subjects, and should also be prepared to produce books where the restricted demand is not likely to make it an economic condition for a commercial authority to take the responsibility of producing them. The committee are further of the opinion that it should be the responsibility of the central and the provincial education authorities to encourage in every possible way the production of popular and authoritative books in the regional languages for use as supplementary literature by the school child as well as for the general reader, as such literature is invaluable for the continuation of education after children have left school and for the use of adults who have just attained literacy. Great emphasis is laid on this point. It is a note with satisfaction that there are a few voluntary organisations in the country doing highly commendable work in this connection and express the hope that voluntary agencies and enterprising authors who are trying on their own to meet urgent needs in this connection will receive generous assistance from public funds.

12. The committee recommend that school and public libraries should receive every encouragement and that grants on a much more liberal scale should be made from public funds so that they may be fully supplied with popular and authoritative literature in various branches of knowledge. In the opinion of the committee it is desirable that in the primary and middle stages the educational authorities should themselves be responsible for the full supply of textbooks and other educational material required by pupils in the schools. This they realise may not be possible in the present circumstances but in the post war period, as soon as education becomes free of all cost, the state will have to take full responsibility in this matter. Meanwhile it is an object which should be pursued progressively with the least possible

delay. In the high school stage also it is recommended that the school authorities should undertake responsibility for the supply of all books and other educational materials required by pupils, raising the school fees to such an extent as may be necessary to cover the additional expenditure involved. Although it is outside the scope of their enquiry, as they have delimited it, the committee, in conclusion to call attention to the desirability at the higher stages of education, and particularly in universities, to encourage students to begin acquire libraries of their own. For the sake of those precluded from doing this for financial or other reasons, libraries should be well supplied with duplicate copies of standard works. 10

Thus the Textbook Committee of the Central Advisory Board of Education threw light on many issues that were being faced by various Departments of Education in the matter of preparation, evaluation, production and distribution of school textbooks. These problems carried the seeds that ultimately led to the emergence of the policy of nationalization of textbooks for different stages of school education in a phased manner. This policy of progressive nationalization of textbooks and its implementation has been dealt with in the next chapter.

3. Evaluation of Textbooks

It has already been mentioned that Textbook Committees selected and approved textbooks sent to them by private publishers. The Committees approved the textbooks for use in Government and Government aided recognised schools. The Textbook Committees followed a comprehensive method of evaluation of the textbooks in order to approve them. These textbooks were evaluated and reviewed generally by subject

10. Report of the Textbook Committee of the Central Advisory Board of Education, 1941 (Annexure I) and the Report of the Committee on the Revision of the Textbooks, 1946 (Annexure II) contained in Pamphlet No. 10 of the Bureau of Education, India.

experts and/or teachers on the basis of certain well prepared tools of evaluation. Before these tools of evaluation were prepared, a set of criteria in each subject was developed, by the teachers and experts. It was on the basis of these criteria that the evaluation tools were developed in each subject.

During the period under study we could not locate many such tools used by the Textbook Committees of different provinces. However, we were able to lay our hands on some such tools which were used by the Textbook Committees of United Provinces of India. We are producing below one such tool which was meant for the evaluation of textbooks in History. As will be obvious from the study of this tool, the questions given in the tool appear to have been developed on the basis of well defined criteria. As already stated, some of the tools in certain other subjects are being given in Appendix V.

CRITERIA FOR TEXTBOOKS IN HISTORY

The following form is for the use of all reviewers of history books which are to be included in the curriculum for vernacular middle schools for boys and girls:

(a) Name of book

(b) Purpose for which submitted

Reviewer's Remarks

1. Are the books in accordance with the curriculum prescribed for Vernacular Middle Schools for boys and girls?
2. Is the language used in the books clear and easy?
3. Is the subject-matter of the books correct and based on reliable authorities?

Reviewer's remarks

4. Have the facts of history been described in an impartial, unprejudiced manner in the narrative form of style in their proper settings and the characters or historical personages truly and faithfully set forth in the descriptions of life and intercourse?
5. Are the stories taken from Indian history arranged in chronological order? Have they been set forth in an interesting manner?
6. Have the religious and social conditions of different epochs of the Indian History received due attention in the books of the series?
7. Has sufficient light been thrown on causes leading to wars and political changes?
8. Do the books contain good portraits of important personages, pictures of historical scenes and events, dates, lines and historical maps and charts showing the political divisions of India at important periods of its history?
9. Is the historical subject-matter duly associated with the geography of India?
10. Has a proper sense of proportion been exercised by the author in dealing with different events of the various reigns?
11. Is the present system of administration correctly and lucidly treated by the author?

Reviewer's Remarks

12. Are exercises given in the books to encourage students to prepare date lines and charts to dramatize important historical events to write accounts of them in local history?
13. Do the exercises encourage the students to compare the present with the past conditions of life in India?
14. Is there anything in the books to offend religious susceptibilities or arouse communal, racial or class feeling?
15. Do the books contain objectionable references or comments on political matter? In the event of the reply being in the affirmative, please mark passages in the book and give details.
16. Is the print clear, readable and accurate? Does it show through the paper?
17. How do the books compare with the existing textbooks?
18. Are maps, cover and binding satisfactory?
19. Is the price moderate?

General recommendations:

Evaluation of Textbooks with Regard to International Understanding

While discussing the topic of evaluation of textbooks it will not be out of place to briefly discuss another interesting aspect in relation to it which became important during this period. It was the aspect of evaluation of textbooks from the view point of international understanding. It may be pointed out that textbooks play a very significant role, among others, in the field of international understanding. After the first world war, various peace societies were established. There was a growing demand to examine the textbooks of various countries of the world from the standpoint of international understanding and improving those textbooks that might be found containing passages inflaming hatred among different countries.

One thing that was identified quite clearly after the first world war was that one of the reasons of hatred and lack of understanding among nations was the chauvinism found in school textbooks. The International Committee on Intellectual Cooperation (ICIC), constituted by the League of Nations, adopted a resolution, popularly known as Casares Resolution. This resolution stated: "A National Committee, finding an objectionable statement in a foreign textbook, might write to the National Committee of the offending country, pointing out what amendments it wished". It was also proposed

to initiate an enquiry into the contents of the school textbooks of various countries. This was done to determine to what extent they complied with the spirit of international cooperation.

The resolution of the League of Nations was sent to the Governments of the member countries. The Government of India, Ministry of Education received it in the year 1931. In the resolution, the matter regarding the revision of school textbooks for the purpose of correcting passages prejudicial to mutual understanding between nations and to the spirit of international friendship was regarded as a question of fundamental importance. In 1931, the International Institute of Intellectual Cooperation, Paris, called from the Government of India the information relating to "The legislative and other measures taken with a view to editing and revising of school textbooks of History and Geography, Science and Social Science and all the subjects in use in the country." The Government of India, in turn, referred the matter to the Provincial Governments for obtaining detailed information regarding the methods of preparation, evaluation and production of textbooks for onward submission to the League of Nations. The Provincial Governments supplied the requisite information to the Government of India. It was observed from the replies received from the Provincial Governments that some textbooks containing positive reference to the League of Nations were recommended by the Textbook Committees of some provinces. It could be inferred that the aims of the League of Nations were appropriately propagated through textbooks

and other reference books.

The International Committee on Intellectual Cooperation made efforts to induce participating nations to incorporate in their textual materials such constructive ideas and subject matter as might enhance the cause of international understanding. These nations were supposed to continue examining their textbooks with a view to taking out objectionable passages that could be prejudicial to international understanding. Efforts were made to collect and publish model passages presenting facts accurately, fairly and in a spirit of good will. However, with the beginning of the Second World War, all planning at international level and all practical efforts of the International Committee on Intellectual Cooperation in the field of international understanding through textbooks ceased. Upon cessation of Second World War, the public opinion again showed great enthusiasm in the field of international understanding. The United Nations Educational, Scientific and Cultural Organization (UNESCO) took up the matter with great zeal.³⁸ The broadbased work on the theme of improvement of textual material was undertaken more or less in the same manner as was done by the ICIC.

The following criteria for evaluation of textbook, specially from the standpoint of international understanding were developed:

1. How accurate is the information included?

38

To see the origin of this organization, please see File No. 100-2/44 E.1944, PH and Lands Department (Education Section) on the subject. United Nations Organization of Educational and Cultural Construction (Allied Education Ministers Conference) Tentative Draft Constitution - Representation of India. The file is available in the National Archives of India.

2. Are the interpretation of events and the generalizations about them adequately supported by the facts presented?
3. Are important terms accurately and clearly defined?
4. Are illustrations, charts, graphs and maps representative, accurate and up-to-date?
5. Are minority groups, other races, nations and nationalities treated fairly and justly? Is due representation and recognition given to their contributions?
6. Are the same standards of scholarship, justice and morality applied to other nations and groups as to one's own?
7. Are controversial issues presented objectively?
8. Are words and phrases which develop prejudice, misunderstanding, and conflict avoided?
9. Are the texts, illustrations and exercises of worth and relevancy in the development of the knowledge, attitudes and skills necessary to the effective livings in the modern world?
10. In the terms of the subject and age level, is there adequate information on world geography and history, on the authors of other nations, and on contemporary international relations and problem?
11. Is the material presented well balanced in selection? In interpretation?
12. Are the ideas of human freedom, dignity, equality and brotherhood given adequate stress and support?
13. Is the need of a moral code of mutual human behaviour and a sense of common responsibility for world conditions emphasized?

14. Are the advances of civilization stressed? The setbacks and obstacles to human progress? World ideals and heroes? World interdependence?
15. If a history textbook, is there adequate information on the history of efforts to develop peaceful relations between nations?
16. If appropriate to the subject, is there adequate information on the United Nations? On the specialized Agencies?
17. Is the need for international organization and cooperation recognized?
18. If appropriate to the subject, is the concept of a just peace through international cooperation and law made clear?³⁹
The work on this aspect continued even after 1947.⁴⁰

~~Criteria for the Selection of Textbooks, 1945 to 1947~~

As stated earlier, criteria for preparation and evaluation of various academic and physical aspects of textbooks were being evolved. And as the Education Departments exercised greater control in the matter of selection of textbooks on the basis of these criteria for making lists of approved textbooks,

³⁹

~~A Handbook for the Improvement of Textbooks and Teaching Materials as Aids to International Understanding (Gaisford, 1949), Publication No. 268.~~

⁴⁰

Please see Education for International Understanding: The Indian Experience (New Delhi: National Staff College for National Planners and Administrators, 1978)

the authors and publishers started giving increasing attention in the preparation and production of school textbooks.

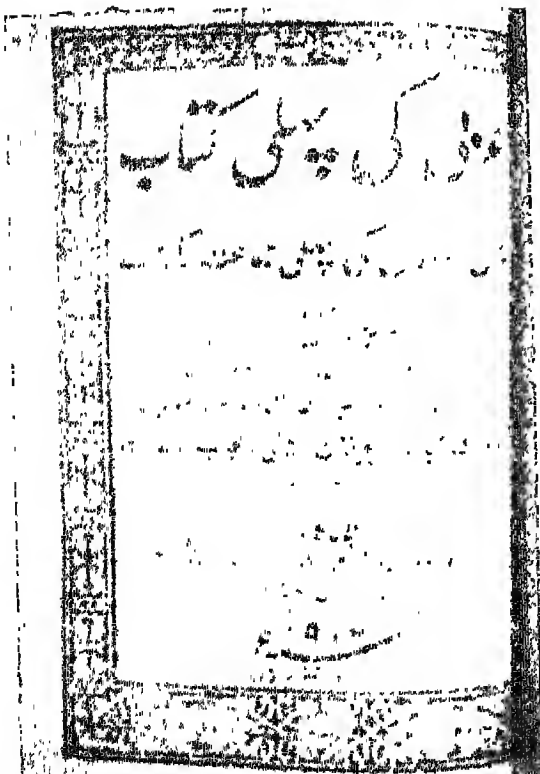
We approached various libraries with a view to seeing some school textbooks of the period from the year 1903 to 1947 but could not get sufficient number of textbooks of this period for giving proper picture of emerging trends in the evolution of textbooks. However, we got three books in Delhi Archives, Delhi Administration and one book in Asiatic Society Library, Bombay which helped us in providing following brief account of academic and physical aspects of the books of this period. A brief description of these books is given below.

1. First Arabic Reader for Middle Schools (Urdû) by Muhammad Ali Jinnah and Dr. Asad Ali Khan (Lahore: Rai Chib 1912).

Preface and Back Page

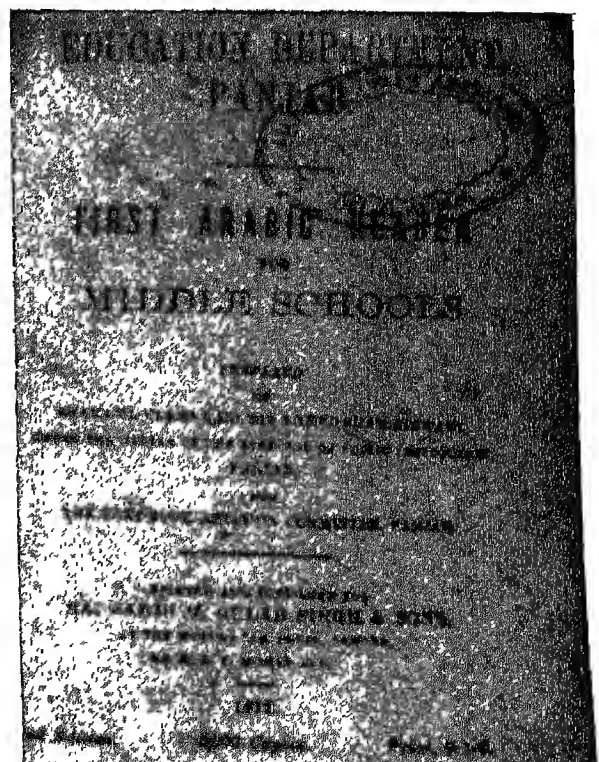
The title page is in Urdu. However, the translation of the title page in English has been given in the end of the book. Photographs of the title page of the book both in Urdu and English are given below. This title page appears to be an improvement in earlier title pages of vernacular textbooks.

(33)



Title page of an Urdu textbook of early twentieth century

(34)



English version of the title page of the same book

The glossary (meaning of difficult words, concepts, modern terms etc.) has been given. There is, however, no index.

Content, Illustrations and Exercises

There is proper chapterisation of content. The content has been divided into paragraphs and sub-paragraphs. There are no illustrations given in the book. However, certain exercises

have been given after each lesson. The accompanying photograph of pages 65 and 66 of the book gives a glimpse of the content and exercises.

(35)

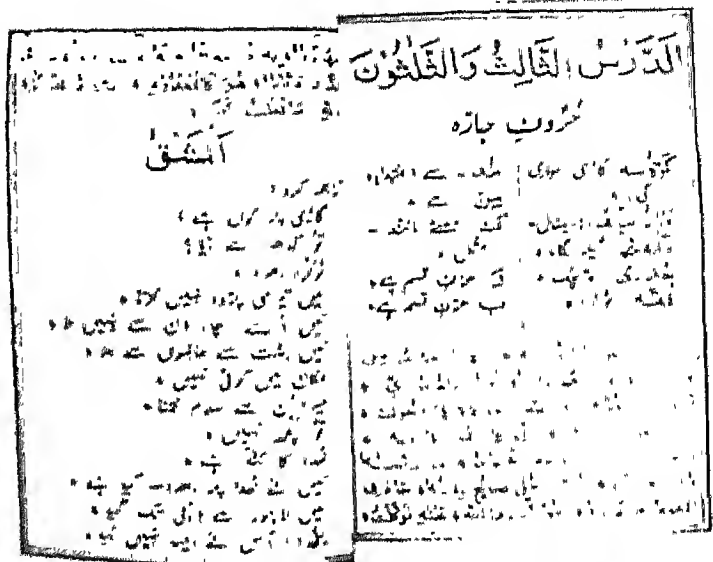


Fig. 1. A glimpse of content of style of paragraphs in a Baluchi textbook of early twentieth century

2. Textbook of the Baluchi Language compiled by W. Longworth Young (Lahore: Punjab Govt. Press, 1917)

This is a textbook of its own kind which we could consult in the Asiatic Society Library, Bombay. The book was compiled at the instance of the Government of Punjab to meet the need which had hitherto existed of a textbook for examination in Baluchi. The most significant feature of this book, from the angle of the present research study, is the selection of content for book. In this connection it may be worth to quote a paragraph from the 'Introduction' given in the book.

"Owing to the fact that there were no books already

existing in Balochi from which a compilation could be made, all the materials had to be obtained directly from the viva voce narratives of the people. The value of the work as a specimen of the actual spoken language of the present day. There is in Balochi no literary dialect as distinct from a popular dialect. The pedantry, which is the curse of almost all Oriental composition, is entirely wanting, and every word may be relied on as actually in use among illiterate men. The only exception to this rule in the poems, which although never reduced to writing by the Baloches themselves, have in some cases been traditionally handed down for many generations, and preserve a certain number of archaic, and sometimes, no doubt, corrupt expressions. Some antiquated forms, which are no longer used in modern speech, are still kept up in poetical composition, even of recent origin. There is thus a kind of conventional poetical dialect. But with this exception, the language employed is that of the present day as spoken among the tribes of the Lower Derajat and adjacent hills".

The book is in Balochi language but the script is Roman. The introductory part of the book is Balochi Grammar explained with the help of English language in about 38 pages. The rest of the book, called the Textbook by the author, has been divided into four parts. The textbook portion is preceded by an 'Abstract of Contents of Textbook'. Part I of the textbook contains thirty three stories covering 39 pages of the book. In part II, a legendary History of the Baloches has been given in 18 pages. Part III of the textbook includes five poems which are covered only in 10 pages. In the last part, a vocabulary of the Balochi language has been given in 117 pages. This vocabulary has been explained with the help of English words, terms and concepts.

The whole text has been properly organized into different chapters. Each chapter is appropriately paragraphed. The chapter headings are precise and pertain to the theme of the

text. Footnotes have been given, wherever necessary.

Illustration and Exercises

There are no illustrations in the book to supplement the text. The exercises are also not included.

Prelims and Back Pages

The title page of the book provides information about the title of the book, name of the compiler, publisher, printer, and the year of publication. The title page also indicates, in brief, that the book consists of miscellaneous stories, legends, poems and Balochi-English vocabulary. The price of the book has not been mentioned.

Physical Aspects

The book is a printed one. It is printed on full size paper of 9" x 13" which is a rare size for a textbook. The type sizes used in chapter headings, sub-headings, the main text, and the footnotes are appropriate. It is sectionally sewn with thread having a card board cover. The binding as such is quite durable. The paper used is durable enough. The margins are appropriate. The spacing between the words and leading is proper.

3. ~~English-Balochi (Balochi-English)~~ by H.L.O. Carret, (Lahore: 1930).

Prelims and back pages

The title page is quite attractive and give the title of the book, the standard for which the book is meant, the name of the author, the name of publication, place of publication and the year of publication. However, nothing has been mentioned on the reverse of the title page about

about copyright etc., of the book. The preface of the book has been given. There is no table of contents. There is no glossary and index in the back pages.

Organization and Presentation of content

There is proper chapterization and paragraphing of content. However, each new chapter starts from the same page, where the previous chapter ends. Footnotes have been given for mentioning meanings of difficult terms. There are no exercises in the book.

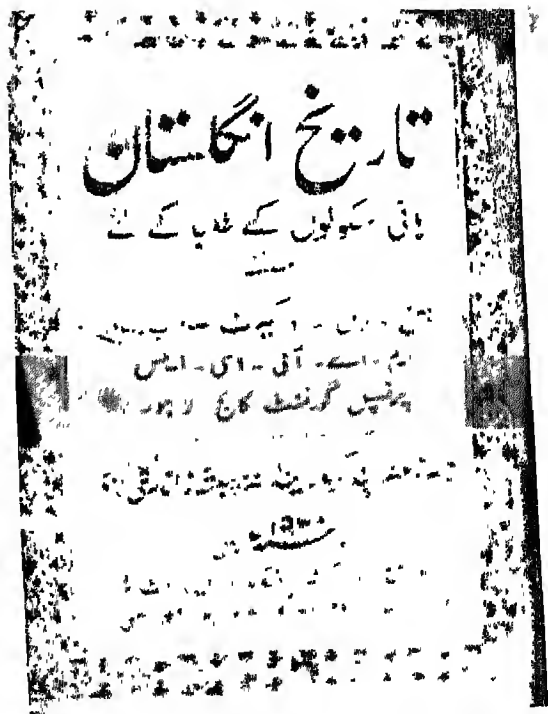
Illustrations

An illustration⁽³⁶⁾ given on page 400 of the book is reproduced below. A photo copy⁽³⁷⁾ of the title page of the book is also given below. They show that the printing and illustrations and get up of books was improving slowly and steadily.

.....
(36) (37)



An illustration given in an early twentieth century history textbook



Title page of the same textbook

There is no mention of copyright of the book on the title page or reverse of the title page. The table of content has been given. A photograph⁽³⁸⁾ of the table of content is given on the right side. It is good and complete in every respect.

The characterization and paragraphing has been properly taking into consideration the principles of organizing the academic subject matter. The book contains several illustrations. The photograph⁽¹⁷⁾ given on the right side is of page No. 27 of the book wherein some content and illustrations have been given.

Table of content from a
Textbook of Mathematics
(34)

Sample of a convert.
From the same book

The above account about four books shows that there has been increasing improvement in relation to prelims and back pages, organizations and presentation of content; get up, printing and binding etc., of the books.

Certain General Concluding Remarks

On the basis of the study of this chapter, it is obvious that by the time India achieved independence, the textbooks in general had more or less acquired all the qualities and requirements that its present day definition stipulates. The authors, publishers, textbook committees etc., became more conscious of some written or unwritten criteria related to academic aspects (selection of content, organisation and presentation of content, language, illustrations, exercises, prelims and back pages etc.) and physical aspects (lay-out and get up, printing, type size, durability of paper and binding). Some of the other remarks are as follows:

1. During this period, a more clear policy in relation to textbooks emerged. This was by and large the result of the working of the provincial textbook committees on the one hand and the interest of the Central Government in textbooks on the other hand. This policy was responsible to a large extent in the preparation, selection and prescription of good textbooks in schools.
2. During this period, the policy of importing textbooks from Britain and getting them prescribed, as such or after translation, in India for Indian students also stepped to a great extent. Most of the textbooks were written and produced in India itself.
3. So far as the content of the textbook was concerned,

it definitely got an Indian orientation during this period. The language and idiom showed that the Indian culture and thinking was becoming quite predominant in the content of textbooks.

4. Due to the impact of development in printing technology, the quality of illustrations, style of printing and general get up of the textbooks was also becoming better.

5. Most of the textbooks now contained exercises. This was in sharp contrast to the textbooks of earlier period where generally no exercises were found.

6. Some of the vernacular books, no doubt, were being lithographed. However, these books also reflected considerable all round improvement in all the physical aspects.

7. During this period, there was development of proper tools of evaluation of textbooks in various provinces. These tools were quite comprehensive and sometimes they included criteria which judged, among other things, whether a book contained elements which improved international understanding and national integration. This was a distinct improvement in the matter of evaluation of textbooks as compared to practices of evaluation followed in the earlier period.

These improvements no doubt reflected some kind of evolution in textbooks.

CHAPTER VIII

THE COURSE OF PROGRESSIVE NATIONALIZATION AND EVOLUTION OF TEXTBOOK

The foregoing Chapters reveal that the Government exercised control of varying degrees at various points of time on preparation and production of school textbooks. Generally, the following practices prevailed during the British period with regard to prescription of textbooks.

- (i) The Education Departments of Provincial Governments used to approve a number of textbooks for each class in each subject for prescription in the schools. Thus the schools had a choice to prescribe any of the approved textbooks.
- (ii) The Textbook Committees/Education Departments of Provincial Governments got prepared, under their supervision or through active involvement and control, textbooks of some classes at the school stage. Such textbooks were prescribed in schools throughout the concerned Provinces. However, such books were very few.

New Issues

Right from 1904 onward, there was a continuous expansion in the number of primary and secondary schools and also a big increase in the number of students in them. In view of the progress of primary and secondary education, the following

three issues were becoming more and more clear :

- (i) In the coming days, the primary and secondary education would further expand throughout the length and breadth of the country. A number of schemes in the various provinces had already been chalked out for this purpose. This would mean an increasing number of students both at the primary and the secondary level.
- (ii) The above expansion at the primary and secondary stage would push up the requirement of textbooks at both the levels. Naturally the emerging problems would be:
 - (a) to produce a large number of textbooks;
 - (b) to produce quality textbooks; and
 - (c) to produce textbooks which could become available to the students at reasonable price. These three problems were clearly visible to the educational administrators in those days.
- (iii) The third issue related to the political thinking of the Government of the time. It was felt that such a huge media of disseminating ideas could not be left entirely in the hands of the private sector. It was felt that the Government must have a dominant place in this whole expansion of education and production of textbooks so that certain ideas and goals enshrined in the Indian Constitution, and as

such also formed a part of the national ideology, could be preached.

The above considerations lay at the origin of a policy to nationalize textbooks increasingly and progressively.

THE POLITICAL AND SOCIAL FACTORS

The above mentioned three factors in general caused considerable ferment in the thinking of the Government and educational administrators on the one hand and the public led by the political leaders of the Indian National Congress on the other hand. This ferment was reflected in a fierce controversy on various educational problems and matters. The newspapers of those days occasionally carried different viewpoints about these problems. One view point was that to meet these various problems, the textbooks should be nationalized and published by the Government itself. The main arguments in its favour were:

- (a) there will be less profit making by the private publishers;
- (b) the books would be standardized;
- (c) good books would be available quite in time; and
- (d) the state would be able to check anti-democratic ideas.

Historically, education had become a provincial subject after the introduction of dyarchy in 1921. Each province was given freedom to evolve a textbook policy in accordance with its own situation, problems and needs. Till 1947 not many States were able to take any steps towards evolving a policy of nationalization of textbooks in any concrete form.

Uttar Pradesh was the only province which took decision in 1941-42 to nationalize the textbooks at the primary stage.

It was after 1947 that more and more States came out with their policies regarding the nationalization of school textbooks. The reports of various Education Commissions, for example, the Mudaliar Commission of 1953 and the Kothari Education Commission of 1966, recommended that the State could play a big role by nationalizing the textbooks at the school level. Because of the policy of the different States as also the recommendations of these Commissions, various States progressively adopted the practice of Nationalization of textbooks at the school stage. A brief picture giving the information about the years in which the policy of the nationalization of textbook began to be implemented in various States is given in the following chart:¹

| Year of Nationalization | Name of the State |
|-------------------------|--------------------|
| 1942 | Uttar Pradesh |
| 1948 | Jammu & Kashmir |
| 1949-50 | West Bengal |
| 1950 | Bihar |
| 1952 | Kerala |
| 1952 | Haryana and Punjab |
| 1953 | Madhya Pradesh |

¹ This information has been taken from two sources:

(i) Survey of School Textbooks in India 1969-70 (New Delhi, NCERT, 1971) p.93

(ii) Sharma J.D. Position of Nationalized Textbooks in India 1977-78 and 1978-79 (New Delhi, NCERT 1979)

(contd)

| Year of Nationalization | Name of the State |
|------------------------------|-------------------|
| 1936 Rajasthan | Rajasthan |
| 1957-58 | Andhra Pradesh |
| 1958-59 | Karnataka |
| 1960 | Tamil Nadu |
| 1961-62 | Delhi |
| 1963 | Nagaland |
| 1963 | Assam |
| 1963-64 | Orissa |
| 1968 | Maharashtra |
| 1970-71 | Gujarat |
| 1970-71 | Sikkim |
| 1973-74 | Tripura |
| 1974-75 | Himachal Pradesh |

As will be obvious from the above chart, the programme of nationalization of school textbooks was initiated in Uttar Pradesh during the year 1941-42. However, the process of nationalization of textbooks gathered momentum from the year 1948 when the State of Jammu and Kashmir started nationalization of their textbooks. Subsequently other States also took steps to nationalize their school textbooks in different years. There had been variation in policies, procedures and the extent of nationalization from State to State. Whereas some States nationalized their textbooks for the entire school stage, others partly nationalized their textbooks upto different stages.

Central Government's Interest in Textbooks

School education is a State subject, yet the Government of India, Ministry of Education is vitally interested in the quality of education. It also recognises the role of good textbook in providing quality education. No wonder, it often showed interest in textbooks. A step in this direction was the establishment of the National Board of School Textbooks:

Through a resolution of the Government of India, Ministry of Education dated 31st December, 1968, a National Board of School Textbooks was established under the Chairmanship of the Union Minister of Education. All the Education Ministers of the States were also members of the Board. The resolution of the Government of India stated the following reasons for establishment of the National Board of School Textbooks:

The problem of school textbooks was discussed at the meeting of the National Integration Council held at Srinagar in June, 1968. The Council attached great significance to the proper use of textbooks for purpose of National Integration. It was of the view that education from primary to the post-graduate should be re-oriented: (a) to serve the purpose of creating a sense of Indianness, unity and solidarity; (b) to inculcate faith in the basic postulates of Indian democracy; and (c) to help the nation to create a modern society. It also recommended that the State Governments should create an appropriate machinery at the State level for improvement of school textbooks in general and for using them effectively for purposes of national integration in particular and that a National Board of School Textbooks which will coordinate the efforts of the State Governments should be set up by the Government

of India.²

In its first meeting held on April 3, 1969, one of the recommendations made by the National Board of School Textbooks was:

It is desirable that textbooks for school stage upto and inclusive of class X should be produced under the control and supervision of the State Governments. This will make it possible to improve quality and to reduce costs. The production of non-detailed textbooks prescribed at this stage should also be gradually taken over by the State Governments. Each State Government should prepare a phased programme for these purposes, priority being accorded to the production of textbooks. The private sector should produce only those textbooks or books for non-detailed study whose production is not yet taken over by the State Government.

The above mentioned recommendations were taken positively by the States in formulating their policies and programmes of nationalization of school textbooks.

The Latest Position

The NCERT conducted from time to time studies regarding the position of nationalized textbooks in various States and Union Territories in India. A comprehensive Survey of School Textbooks was conducted in 1969-70 by the NCERT. The report of survey entitled Survey of School Textbooks in India 1969-70 was published in December, 1971.⁴

² The National Board of School Textbooks - Report of First Meeting. (New Delhi, NCERT, 1969) p.24

³ Ibid. p.11

⁴ Survey of School Textbooks in India on file

This survey covered a wide range of information such as the agencies for textbook production, nationalization of textbooks, preparation and review of textbooks, remuneration to the authors and the reviewers of textbooks, printing and pricing of textbooks, number and cost of textbooks used in schools etc. This survey revealed that out of over 12,000 textbooks⁵, only about 1000 textbooks were then nationalized and the number of textbooks nationalized by different States varied from State to State.

A subsequent study on the position of nationalized textbooks in the country conducted by the NCERT in 1971 revealed that the number of nationalized textbooks had risen to about 2000 books.⁶ The study also pointed out that while a few States had almost achieved their targets, others were to go a long way to achieve the goals. Yet another status study⁷ on the position of nationalized textbooks in India conducted by the NCERT in 1975-76 revealed that the total number of nationalized textbooks in use in schools was 2767. The latest data available for inclusion in the present study was for the year 1977-78 and 1978-79. By that time there were 4126 nationalized school textbooks in the States

⁵
For details, please refer to Appendix VI.

⁶
Chaudhri I.S., Position of Nationalized Textbooks in India (Miscographed) (New Delhi, NCERT, 1972)

⁷
Sharma, J.D. Position of Nationalized Textbooks in India 1975-76 (Miscographed) (New Delhi, NCERT, 1976) p.4

and in the Union Territories. Of these, there were 2099 original versions of nationalized textbooks with 2027 translated versions. There were 398 nationalized textbooks in primary stage in the States/Union Territories with 837 translated versions. In the Middle stage, there were 725 nationalized textbooks with 632 translated versions. In the Higher Secondary stage (classes IX to XII), there were 702 nationalized textbooks with 502 translated versions.

The position of nationalization of textbooks by the end of the year 1978-79 was as follows: The States of Andhra Pradesh, Gujarat, Karnataka, Kerala, Maharashtra, Tamil Nadu had completely nationalized their textbooks of Primary, Middle and Higher Secondary stages. The States of Assam, Jammu and Kashmir, Madhya Pradesh, Orissa, Punjab, Rajasthan, Uttar Pradesh and the Union Territory of Delhi, had completely nationalized the textbooks for Primary and Middle stages. In these States, the Textbooks of Higher Secondary stage had either been partly nationalized or not nationalized. Besides, the States of Bihar and Haryana had completely nationalized their textbooks for the Primary stage. In these States the textbooks for Middle and Higher Secondary stages had been partly nationalized. The States of Himachal Pradesh, Nagaland and West Bengal had partly nationalized their textbooks for Primary, Middle and Higher

secondary stages. In Mizoram the textbooks had been partly nationalized for Primary and Middle Classes. In Tripura the textbooks had been partly nationalized for Primary Stage only. The States of Manipur and Meghalaya had not initiated the programme of nationalization of their textbooks.

The above analysis reveals that twenty States out of twenty two States had nationalized their school textbooks upto various stages by the end of the year 1978-79. Among the Union Territories, except Delhi no Union Territory had developed nationalized textbooks of its own. They continued to prescribe the textbooks of their adjoining states or the textbooks of the NCERT or the textbooks approved by the Central Board of Secondary Education.

WHAT KIND OF THESE NATIONALIZED TEXTBOOKS HAVE BEEN?

What kind of these nationalized textbooks have been? Do they really represent some kind of evolution or improvement?

To answer these question, it will be desirable for us to see how are these books prepared, how are they evaluated for improvement, and how are they produced? Some clearly visible trends in preparation, evaluation and production of school textbook under the State system of production of nationalized textbooks were as follows.

Preparation of Manuscripts of Textbooks

During the modern period, preparation of manuscript of a nationalized textbook became a collaborative venture. Generally this was done by a team comprising of subject experts, experienced teachers, teacher educators and other persons having experience of writing school textbooks. Such a team was usually assisted by an artist and a professional editor

The methods of preparation of manuscripts of textbooks were not similar in all the states. In Maharashtra, the State Bureau of Textbook Production and Curriculum Research usually invited manuscripts for a textbook from prospective authors by open advertisement. Each manuscript was scrutinized by the concerned subject committee. Three best manuscripts for a book were selected. Copyright of the selected manuscripts were purchased by the Bureau of Textbooks. Then the concerned subject committee prepared manuscript of textbook making use of subject matter of the manuscript thus purchased. In Jammu and Kashmir, the Department of Textbook Publication generally invited manuscripts from authors in all subjects from classes I to VIII. The best manuscript selected, after review was revised before sending for printing. The Director of Education, Nagaland, generally invited from authors manuscripts of textbooks for prescription as nationalized textbooks. The selected manuscript was either taken over for publication after paying a lump sum remuneration to the author or the author himself was permitted to get the book printed on his own. The Punjab School Education Board got the textbooks prepared through commissioned authors. They also planned to switch over to the practice of preparing manuscript of a textbook in a workshop of seven to ten authors. The authors were provided with framework within which they were required to develop manuscripts. The 'Designing Cell' of the Board assisted the authors in preparation of various types of illustrations. The concerned subject expert vetted the manuscript with the help of some outside experts. Thereafter, the manuscript

of the book, thus prepared, was discussed in a small workshop of teachers. In Uttar Pradesh, the nationalized textbooks upto class VIII were generally written under the supervision of special institutions such as Government Central Pedagogical Institute, State Institute of Education, English Language Teaching Institute of Education. These institutions got the books prepared with the help of committees consisting of experienced authors, practising teachers, subject specialist and educationists. In West Bengal, the nationalized textbooks were written or edited by eminent authors commissioned by the Education Department. The manuscripts were reviewed by Experts before these were sent to the Press. The other States which have not been mentioned above did not follow any pattern which was appreciably different from the patterns of the above mentioned States.

The National Council of Educational Research and Training (NCERT), that was set up in 1961 as an autonomous body by the Government of India, Ministry of Education, inter alia undertook, since its inception, a programme of preparation of model textbooks. The NCERT prepared textbooks for the entire school stage in Languages, Social Sciences, Natural Sciences and Mathematics. Before preparing textbooks, detailed syllabi for the entire school stage were finalized. Some of the textbooks prepared by the NCERT were adopted or adapted by various States and Union Territories. The new 10+2 pattern of education was adopted at the national level during the mid-seventies. The NCERT prepared 'Framework'

of curriculum for the new pattern of education for the entire school stage that was approved at the national level. Based on this Framework, the NCERT prepared new syllabi and textbooks for the entire school stage. The NCERT adopted various methods for preparation of manuscripts of textbooks. Sometimes a panel of authors was appointed for writing a textbook. Some textbooks were prepared by individual authors. In some cases Editorial Boards were appointed for developing manuscripts of textbooks. In all these ventures, the NCERT sought active collaboration of expertise in various fields available in the Country.¹⁰

2. Evaluation of Textbooks

Evaluation of textbooks is an essential ingredient in the textbook development programme, especially in the case of nationalized textbooks. Its importance is only too obvious in our country where a nationalized textbook is prescribed throughout the State or the Union Territory.

The textbooks are evaluated on the basis of some criteria identified for the purpose. There are evidences to show that during the British period the Provincial Education Departments had developed methods to evaluate textbooks meant for prescription in the schools. A sample proforma, containing criteria for evaluation of textbooks that was in use in the

10

For details, please refer to the following publications:

- (i) Special Studies: A Draft Syllabus for Classes I to X (New Delhi: NCERT, 1963).
- (ii) NCERT Annual Reports 1961-62 to 1979-80 (New Delhi, NCERT). Please also see chapter in which, among other things, also deals with the preparation and production of textbooks in the NCERT.

United Provinces in the present century, during twenties and thirties, has already been given in an earlier chapter of this report.¹¹

The NCERT developed detailed criteria for evaluation of textbooks. In fact, these criteria are the part of conceptual literature on the 'Principles and Procedures for Preparation and Evaluation of Textbooks' developed by the NCERT in various school subjects.¹² These criteria are helpful in maintaining the quality of such aspects of a textbook as selection of content, organisation and presentation of content including language, illustrations, exercises and assignments, prelims and back pages, physical features comprising lay out and get-up, printing, type size, size of the book, durability of paper and binding.

The NCERT did a commendable job by listing systematically criteria that were based on the knowledge and experience of textbook authors, subject specialists, psychologists, educationists and pedagogists. A brief account of significant general criteria for evaluation of textbooks developed

¹¹ Please refer to chapter VII in this regard.

¹² The Department of Textbooks, NCERT was assigned a number of functions in the school textbooks. One major function was to develop conceptual literature on the principles and procedures for preparation and evaluation of textbooks. The Department developed such brochures in the subject of Social Studies, History, Civics, Geography, Mathematics, General Science, Biology, Language and Supplementary Readers. These brochures give detailed criteria of evaluation of textbooks also. These brochures are highly useful for authors and evaluators of textbooks and also for the textbook agencies. They may also see the UNESCO publication Preparing Textbook Manuscripts (Paris: UNESCO, 1970)

so far is given below. The authors of textbooks can equally profit by these criteria if they keep in view while writing textbooks.

A Criteria for Academic Aspects

(a) Selection of content

- (i) The textbook covers all the topics and sub-topics given in the syllabus. A textbook consists of instructional material which is based on the pre-determined course of study i.e. the prescribed syllabus.
- (ii) The selected topics for a textbook are properly integrated from the text of the preceding class and the succeeding class.
- (iii) The selected content is adequate in respect of the duration of course and the number of periods allotted to the subject.
- (iv) The textbook does not include any redundant material. However, it should be ensured that adequate material is provided for explaining various terms, concepts, principles, and illustration etc.
- (v) The scope of the topics and selected content is in accordance with the mental maturity of the intended age group of students.
- (vi) The content included in a textbook provide for the needs of average students as also the gifted students.
- (vii) The content is accurate in respect of concepts, terms, facts, statistics etc. The information is to be culled from authentic sources and correct use of terms and concepts is made. The source of statistical and other information should preferably be stated appropriately in the textbook.
- ~~(viii) The content is accurate in respect of concepts, terms, facts, statistics etc.~~
- (viii) The information included in a book is upto date.

(b) Organisation of content

- (i) The subject matter or content is organised into suitable units and chapters. The chapters are properly paragraphed. This helps in clear exposition of the subject matter.
- (ii) The sequence of chapters is logical. This ensures continuity of ideas.
- (iii) The length of different chapter is appropriate. There is not too much variation in the length of different chapters.
- (iv) The headings given to the chapters are appropriate and tend to give the central idea of whole chapter.

(c) Language

- (i) The language used in the textbook is simple, correct, precise and comprehensible.
- (ii) The vocabulary used is appropriate keeping in view the age group of students.
- (iii) The structure of sentence is appropriate. It is simple, short and clear.
- (iv) The spellings are correct. There is also consistency in the use of spellings of a particular word throughout the book.
- (v) The punctuation is correct.

(d) Presentation of content

- (i) It is easy to understand. For this purpose the following pedagogic considerations may, inter alia, are kept in view.

③ Simple to complex The subject matter is presented in increasing order of complexity.

Familiar to unfamiliar The concept and subject matter of topic is developed and explained on the basis of previous knowledge and experience of students with the help of common and familiar examples.

Specific to general The definitions or generalisations are logically deduced with the help of specific facts and concepts.

- (ii) The interest of student is sustained throughout the book.
- (iii) Due weight is given to treatment of different topics
- (iv) It provides adequate reinforcement of new items of learning through replication and application.
- (v) It provides adequate coverage of terminology relevant to the syllabus. The terms are also effectively explained.
- (vi) The reader is given opportunities to inquire into problems, interpret data, draw inferences, verify them and thus arrive at rational decisions.
- (vii) It gives due place to the inter-disciplinary approach wherever possible and appropriate.
- (viii) It promotes habit of independent study. It also gives references of relevant readings materials from other sources.
- (ix) It helps to inculcate desirable values and attitudes and acquire desirable skills.

(c) Illustrations

- (i) The illustrations are adequate to cover all significant aspects of text material which need to be illustrated. The illustrations supplement the text.
- (ii) A variety of illustrations, which may be necessary to illustrate various topics in the textbook, are used.
- (iii) The illustrations are useful to explain the text and make it more meaningful. They are accurate in every respect and are clear and vivid.
- (iv) The illustrations are properly captioned.
- (v) The illustrations are of suitable size.
- (vi) The illustrations are properly placed in the text.

(f) Exercises

- (i) The exercises help to test the pupils in respect of knowledge, understanding, application of knowledge (including critical thinking) and skills.
- (ii) The exercises are suited to the mental maturity of students.
- (iii) The exercises help the pupils in reviewing and recapitulating the main text.
- (iv) The language of exercises is precise and unambiguous.
- (v) The exercises promote the spirit of inquiry.
- (vi) The exercises provide motivation for further study.
- (vii) There are variety of exercises (essay type, objective type, short answer type, fill in the blanks, type questions etc).
- (viii) The exercises are given at the end of each chapter. Besides there are some exercises given at the end of the book focussing on concepts, understanding and skills to which more than one unit or chapter contribute.
- (ix) There are exercises to suit the needs of gifted as well as slow learners.
- (x) There are some exercises that suggest activities and assignments which are likely to foster desirable habits and behaviour patterns.

(g) Prelims

- (i) The title page includes the title of the book, author's name, publisher's name and address.
- (ii) The reverse of the title page gives information about year of publication, copyright, price of the book, publishers name and address, printers' name and address, position of reprints or editions.
- (iii) The preline also include the names of members of editorial board and other members associated with production of the book.

- (iv) The preface, inter alia, mentions the purpose, scope of the book, the class for which the book is meant. It also acknowledges the material used from other sources and the material adopted/adapted from other sources.
- (v) The introduction explains the scheme and themes of the book. It also effectively suggests strategies and guidelines for use of the book by the teachers and the students.
- (vi) The table of content includes titles of units, chapters, topics and sub-topics, page numbers, list of tables and maps etc.

(h) Back pages

- (i) A glossary of technical terms is given.
- (ii) There is an index of important terms and topics used in the main text.
- (iii) There are appendices giving additional useful important information which may be relevant to the main text.

B Physical Aspects

(a) Printing, Lay-out and set-up

- (i) The design of the cover page is attractive and appealing.
- (ii) Cutting and brushing of the paper is smooth.
- (iii) The margins are adequate and according to the latest norms.
- (iv) The type sizes for the main text, chapter headings, sub-headings, captions, exercises etc., are appropriate.
- (v) The length of line is such that the book can be read without straining the eyes.
- (vi) Spacing between lines is proper.
- (vii) Spacing between words is proper.

- (viii) The words and lines are aligned properly.
- (ix) Printing is clear and even throughout the book.
- (x) The shade of the printing ink is appropriate.
- (xi) The shade of the paper is appropriate and uniform throughout the book.

(b) DELETED

- (i) The paper used in the textbook is durable in accordance with the age group of the students and expected functional life.
- (ii) The binding of the book is durable and attractive.
- ~~***The binding of the textbook is durable and attractive.***~~
- (iii) The cover page is durable.
- (iv) The binding is such that the book opens flat.

(c) Size of the book

- (i) The size of the book is appropriate keeping in view the age group of the students.
- (ii) The volume of the book (number of pages) is appropriate to the class for which it is meant.

(d) ~~FOUO~~

- (1) The price of the book is reasonable taking into consideration the economic background of the students.

These criteria of evaluation of academic aspects as well as physical aspects of textbooks have in-built quality to guide the author to write better textbooks and the evaluators to improve them further.

13
These criteria have been culled out from the various
brochures on Sciences and resources for Preparation and
Evaluation of Textbooks mentioned earlier.

with the help of these criteria, Evaluation Tools were prepared for evaluating textbooks in different school subjects. These tools served many purposes such as (i) helping authors in developing effective plan for preparation of textbook (ii) evaluating manuscript of different chapters of textbook while they are being developed, (iii) evaluating complete manuscript and (iv) finally the evaluation of printed textbook.

During the course of time two distinct ways of evaluation of textbooks were widely adopted in the process of development of textbooks in various States. There were; (i) rational evaluation of textbook and (ii) empirical evaluation or try-out of textbooks. In rational evaluation, a textbook is generally examined by subject experts or teachers against a set criteria of evaluation. The evaluator gives his opinion on various aspects of the textbook on the basis of his judgement after going through the whole book thoroughly. The evaluator may be asked to record his observations and suggestions chapter-wise and/ or on the book as a whole with the help of evaluation tool. Generally a book is sent for evaluation to two or three experts. The Agency concerned with preparation and production of textbooks consolidates the comments and suggestions of evaluators for incorporating desired modifications in the textbooks. Sometimes, the Agency organizes a workshop of evaluators where a group comprising of subject expert, a pedagogist, a school teacher and author of the book sits and examines various aspects of a textbook with

the help of an evaluation tool. This group is sometimes assisted by an artist and a professional editor. Suggestions for improvement of the book are recorded. In case sufficient time is available, the author modifies the book on the spot with the help of other members of the working group.

This method gained much currency in the production of textbooks in the States. This approach made the process of development of textbooks a collaborative venture where the responsibility of development of a textbook was shared by many persons. Thus, in the State production of textbooks, the procedures of development of a textbook by a single author was being increasingly replaced by the method of production of a textbook by a team of persons.

The other method of textbook evaluation that was being increasing followed during the modern period, under the State production of textbooks, was the empirical evaluation.

In this process, the textbooks are tried-out in the classroom by the teachers who actually use the book in classroom situation. The concerned teachers of the schools, selected for try-out of textbook, are required to observe the behaviour of the textbook vis-a-vis reactions of pupils about various aspects of the book. On the basis of their day to day experiences, the teachers are required to record their observations and suggestions with the help of tools for try-out of textbooks which are supplied by the Textbook Agency. The worthwhileness or otherwise of a textbook is, to a large extent, determined by empirical evaluation.

Theoretically there can be various ways of trying out a textbook. A trial-edition of the textbook can be published or mimeographed for trying-out in actual classroom situation before its actual publication for wider use. Alternatively, some selected chapters of the textbook can be tried out for forming an idea about difficulties of terms, concepts, language and other aspects of the book. If the book is already being used in the State, it is considered desirable to observe its behaviour in actual classroom situation so that useful suggestions may be given for incorporating necessary modifications before bringing out next the edition of the book. In such a case, the book can be tried out in a representative sample of schools. The teachers are asked to record, with the help of a Tool, their observations on the behaviour of textbook throughout the academic session. The observations and suggestions of the teachers are analysed by the concerned Textbook Agency and a consolidated report of evaluation is prepared for use by the authors at the time of revising the book.

The reports of rational evaluation and try out of a textbook proved very useful for bringing out next editions of the book. This was the experience of many Textbook Agencies in the post-independence period.

3. Production of Textbooks

After preparation and evaluation of manuscript of a textbook, the production of textbook is a function which has to be discharged with utmost care and zeal by the Nationalized Textbook Agencies. Since the nationalized textbooks are prescribed all over the State, the print order

is always high. The textbooks should be ready for distribution to the students at the commencement of new academic session. Moreover, the price of the book should be reasonable.

Therefore, the concerned Textbook Agency plans well in advance about time period of various processes involved in preparation and production of textbooks.

The procedures adopted for production of textbooks were not uniform in various States. The following main trends were visible in this regard.

(i) Some State Education Department had set up printing Presses which were meant exclusively for printing of nationalized textbooks and related material. Such presses had already been set up in Andhra Pradesh, Karnataka, and Orissa. These Presses presumably had more or less the capacity to meet the requirement of printing almost all the nationalized textbooks of the concerned State.

(ii) In a few States, printing of most of the nationalized textbooks was done at the Government Presses and rest of the work was entrusted to the private presses.

(iii) The rest of the States, almost all the work of printing of textbooks was generally assigned to the private presses on the basis of tenders. Usually the work was assigned to the presses in the State itself. However, due to inadequate printing facilities available in their own State and due to various other factors, some States got their books printed in other States also.

Since the main objective of nationalization of textbooks was to provide quality books at reasonable price, the quality and cost of paper became a major factor in the

whole process. During the seventies, the Government of India took specific steps for supply of white paper at concessional rates to the State Education Departments or the Nationalized Textbook Agencies. The Government also received from time to time gift paper from some countries which, in turn, was given to Textbook Agencies engaged in preparation and production of nationalized textbooks.

The Textbook Agencies also laid down in advance specifications related to quality of paper, size of the book, size of type faces, style of binding etc., for production of nationalized textbooks.¹⁴ These steps help in controlling the quality and price of textbook. A Survey of School Textbook conducted by the NCERT in 1969 revealed that papers of the following qualities were being used in different states for production of nationalized textbooks of the school stage.

- (i) white off-set
- (ii) white super ~~calendar~~ ^{glaze} (20 lbs)
- (iii) white (30 in x 40 in, 31 kg.)
- (iv) white printing (20 in x 30 in, 24 lbs)
- (v) white printing (20 in x 30 in., 28 lbs)
- (vi) white printing (20 in x 30 in., 32 lbs)
- (vii) Ordinary white paper of 27.5 kg.
- (viii) 30 in. x 40 in., 56 lbs.
- (ix) Paper of 75 grams per sq. meter.
- (x) Super calendar ^{glaze} (23½ in., x 35 in., 36 lbs)
- (xi) super calendar (17 in., x 27 in., 24 lbs)
- (xii) Super calendar (17½ in., x 22 in., 21 lbs)


¹⁴ Appendix - VII gives the general guidelines for textbook production for primary level and appendix - VIII gives the size of textbooks for different school stages in different States.

Textbook Presses and Evolution of Textbook

We have already referred to the various aspects of preparation, evaluation and production of textbooks in the preceding pages. We have also referred to the establishment of textbook printing presses in certain states meant, more or less, exclusively for printing school level textbooks in order to meet the various difficulties and requirements in relation to the availability of textbook well on time and at reasonable price. It will be desirable here to have a brief look on the working of one nationalized textbook press¹⁵ in relation to the evolution of textbook in the post-independence period. It may be pointed out that a lot of progress took place in the technology of printing in the last two decades or so. This progress has definitely helped in the evolution of the physical aspects of a textbook resulting in a better and more

¹⁵
The authors have seen and studied the working of the Government Textbook Printing Press, Mysore. The observations given here generally relate to that and it is felt that Textbook Presses working in other States must be performing the same role.

and were appealing get up of the book. The physical aspects which have been generally influenced are size of the book, type faces used in the textbook, illustrations, style of binding, printing and its correctness and certain aspects of the cover page. Apart from the improvement in certain physical aspects of the book, the textbook press has also performed another major role by producing a large number of textbooks on time and placing them in the hands of the students in every nook and corner of a state for which the textbook has been printed. This role relates to the social role of a textbook in the context of the changing society. Below we will briefly discuss the evolution of the physical aspects of a textbook as influenced by a modern printing press entirely owned by the state.

1. Printing is obvious, the main function of the printing press is to print. There has been a considerable progress in this aspect over the last thirty years or so. We were able to find that previously there used to be only 'letter press.' This press required the recomposition of material again 

and again which consumed a lot of time. Moreover long runnings are not possible with this process of printing. As nationalised textbooks are required in large number, this process generally hampered production of large number of books in time. However, of late, the 'offset press' has also been installed. The process of printing is comparatively much easier as no recomposition is required again and again. Once a negative/positive of the matter to be printed is prepared, a large number of copies can be produced in short time. This has helped in the production of textbooks on a mass scale to meet the requirements of the increasing number of students and institutions.

Another advantage of this method is that positive or negative images are produced on film or paper. A feature of each is the range of sizes available from one master negative. The problem of type sizes is not there in this method.

Regarding printing machines new rotary offset ^{cc} ₁lified machines are available with the textbook presses, with the help of which printing of textbooks has become a quicker process in comparison with the simple offset machines.

The type sizes and type faces also appear to have improved considerably over the last three decades. While the type sizes have been standardized, the type faces have supposed to become more sharp. The type sizes generally used for the textbooks upto class IV are 36 pt. and 16 pt. and the type sizes used from Class V to the end of Higher Secondary stage are 14 pt. 12 pt. and 10 pt. These type sizes for printing the textbooks have been standardized by the Indian standards Institution (ISI). The Textbook Press is by and large guided by the ISI norms. We gathered from the Press that these type sizes, especially their uniformity in the textbooks, give better look to the printed content in textbooks. Although we could not locate any research findings which supported this view, yet it looked so to the officials of the Press.

Two methods of composing are generally used in India in the textbook printing presses. They are: Hand composing and mechanical composing and are called hot metal composing. Although the existing hot metal mechanical typesetting machines are extremely versatile and fulfil their functions admirably there is still room for photo-typesetting methods

especially in connection with the lithographic offset and photograph processes. There is no doubt that new and improved techniques will be necessary in order to cut alterations to the absolute minimum.

It is also noticed that the printing of the textbooks was generally in black colour but occasionally, especially in case of diagrams, it could be in more than one colour. It was obvious from a comparative study of the printed pages of past textbooks and the printed pages of the present textbooks that there was considerable evolution in this physical aspect of textbook.

Another aspect where this evolution was well reflected related to the printing of illustrations. We have mentioned in some chapters on the British period that the illustrations used in the textbooks of those days were rather crude and the method of preparing them was also somewhat primitive. However, slowly and steadily progress took place in this direction also. While previously, presses used wooden blocks for printing illustrations, they, by and by, started using zinc blocks and copper blocks for this purpose. The use of

zinc blocks and copper blocks for printing illustrations, made a distinct improvement in the sharpness and good production of illustrations. We gathered that even plastic blocks are being used for printing still better illustrations in some presses, although the press under study did not use them at present.

Not only the quality of illustration has improved in its printing aspect, but it has also improved in certain other aspects. The textbooks, especially at the primary stage, now carry more illustrations in multi-colour than they previously used to carry. This has improved the attractiveness of the book for the children on the one hand, and also helped in a more effective communication of the content to the students on the other. Still another progress in respect to these illustration is that now there are more illustrations per chapter in a book, than they used to be in the past. This further helps in the fulfilment of the aim of a textbook. It is true that in comparison to some of the multi-coloured

illustrations printed in the textbooks of developed countries, the printing of multi-coloured illustrations in our textbooks were of a bit inferior nature. However, we were told that this was not due to the inferior quality of our printing machinery but generally because of the poor quality of ink, colours and paper on the one hand and the absence of effective supervision while the printing is in progress.

The above stated aspects were not the only aspects where improvements in illustrations in a textbook took place. We also noticed that some change in illustrations was also being effected by the modern ideas and developments in art and the social opinions, dresses and hair style of the people. The illustrations, so to say, were keeping pace with the changing times. This, indeed, reflected an evolutionary process in the printing of illustrations in textbooks.

Apart from the above two aspects of printing words

and illustrations. There were certain other aspects of the general get up of a textbook also, where the printing norms had effected a kind of evolution. These aspects generally in relation to the size of the book, the margining on the four sides of a printed page, the quality of paper used, the style of printing and the presentation of the title page.

The norms utilized certain standardized norms of margining on the four sides of a printed page of a textbook. The ratio among the left, top, right and bottom margins was generally in 1:1:2:2. Although there were no research findings to substantiate which we could lay our hands on, yet the officials in the press told us that this margining would give more aesthetic and attractive look to the printed page of a textbook. It was stated to us that in reality these norms of margining were somewhat violated because of the meagre availability of paper and was to oversight in some cases. But by and large the same margins are provided in all books of all stages.

The size of the book is another aspect which appears to have gone a long way in providing a better get up and

easy handling of book by the students. Formerly there were no standardized sizes of textbooks. But now under the metric system the A-D size is kept in cases of all books. It was told that some books could also be published in A-D size previous. There was a letter out order from the authorities in that respect. However, the printing press did not take such a decision on its own. The sizes of the textbooks also depend on the availability of paper of a particular size.

The Textbook press utilized paper of standardized weight for printing the textbooks. Generally the paper used in printing of textbooks is of 60 G.S.M.¹⁶ But where multi-colour illustrations are to be printed, paper of 80 G.S.M. is also used. The use of this paper along with standardized printing provided some kind of uniformity to the set up of the books and thus reflected some kind of improvement over the past textbooks which uses different kinds of paper and different type of sizes. This kind of improvement has become possible because these processes are getting conventional paper of uniform variety through the Government of India.

Binding of textbook is another aspect where some

¹⁶ G.S.M. is the abbreviation for Grams per square metre

kind of change has taken place over the last two decades. It is difficult to say that the binding of present textbooks is more durable than the binding of textbooks of the past. However, one thing is certain that the present methods of binding easily cater to the mass production of textbooks.

The Press utilized two kinds of binding for its textbooks. In case the volume of the book was around 100 pages, the Press utilized the technique of central stitching with wire. In this central stitching generally two staples were used. In case of books of more than 100 pages the technique of side stitching was used. Both kinds of stitching were considered durable by the Press. It was also stated that even the side stitching helped in the flat opening of book because of good margining in the book. It was also stated that this kind of stitching was essential in view of short time and mass scale printing of textbooks. But all these methods are time consuming. Time consumed in binding is one of the main factors and affect the timely availability of textbooks to the students.

The latest style of binding which is becoming common in India these days is perfect binding. The method is much ~~more~~ faster than the conventional methods. In this method no sewing or stitching is involved. The days are not far away when this method will be commonly used for binding the textbooks.

The last major feature which affected some kind of evolution in the textbook related to the preparation of the cover design of the textbook. The cover page was generally prepared in more than one colour with some kind of artistic design relevant to the theme of the book. This had the advantage of instantly attracting the attention of students and was better than the cover pages of the past textbooks which looked dull and drab.

¹⁷ Better proof reading and inclusion of errors in the book in modern times tend to improve the textbook further.

Appendix-IX gives an idea about the textbook printing work handled by the Government Textbooks Press, Mysore, during the years 1974-75 and 1975-80.

GENERAL AND SPECIAL EDUCATION - A BRIEF COMPARATIVE STUDY

As stated earlier the nationalized textbooks have been in use in almost all the States for quite sometime. Since the present study examines the evolution of textbook, it will be desirable if we make a comparative study of certain nationalized textbooks with a view to study their various academic and physical aspects in relation to the criteria laid down for a good textbook. We give below a brief comparative study of the various aspects of the following four textbooks. The books have been selected from the States of north India and they are of the same class and same subject. This has been done purposely so that a proper comparative study of the four can be made:

| S. No. | State | Title of the book | Publisher | Class | No. of pages | Price | Year of pub. |
|--------|-----------|--------------------|--|-------|--------------|-------|--------------|
| 1. | Punjab | Samajik Shiksha | Director of Public Instruction, Ludhiana | VIII | 230+VIII | 1.15 | 1969 |
| 2. | Haryana | Samajik Shiksha | Director of Public Instruction, Haryana, Chandigarh | VII | 163+VI | 1.00 | 1969 |
| 3. | Rajasthan | Samajik Gyan | Rajasthan Text book Board Jaipur | VII | 114+II | 1.15 | 1972 |
| 4. | Delhi | Madhyakalin Bharat | N.C.E.R., | VII | 196+V | 2.00 | 1976 |

The following are some of the observations about these books :-

A. Selection of Content

1. Selection of Content : The content of these nationalized textbooks has been selected strictly according to the syllabus. The syllabus was invariably developed in advance. The textbooks conformed to the requirement of syllabus. The scope of topics and selected content is in accordance with the intended age-group of students.

2. Organization of Content : The subject matter in each book has been organized into chapters. The sequencing of chapters is generally according to the topics listed in the syllabus. The chapters are properly paragraphed.

3. Presentation of Content : The style of presentation is almost similar in all these textbooks. The language used in these textbooks is simple, precise and comprehensible.

4. Illustrations : Only a few varieties of illustrations have been provided in the textbooks. As an illustrative example, an illustration from each textbook has been reproduced in this report on the next page. It can be seen that the

contd..

quality of illustrations is more or less, the same in all the textbooks.

(40)

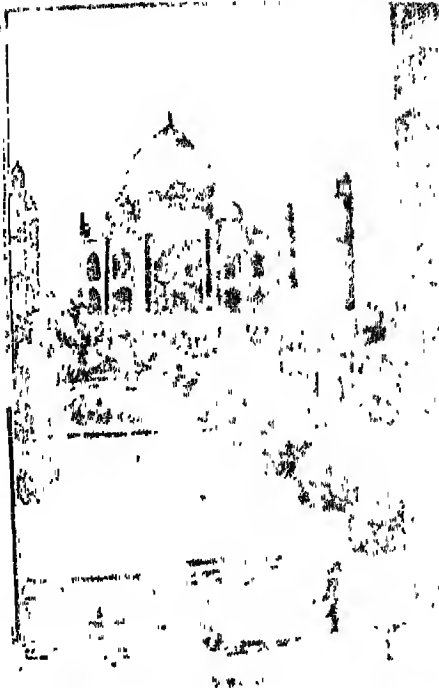


Illustration of the Taj Mahal
given in the textbook
Samiksha for class VII
(Lucknow - 1961)

(42)

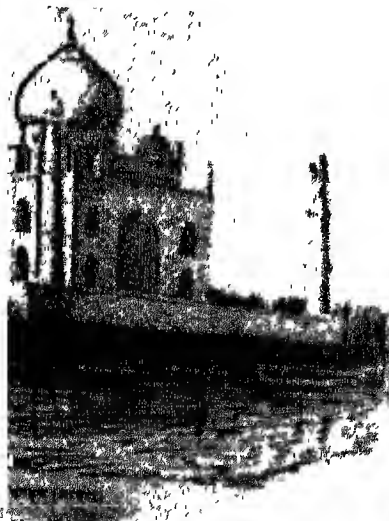
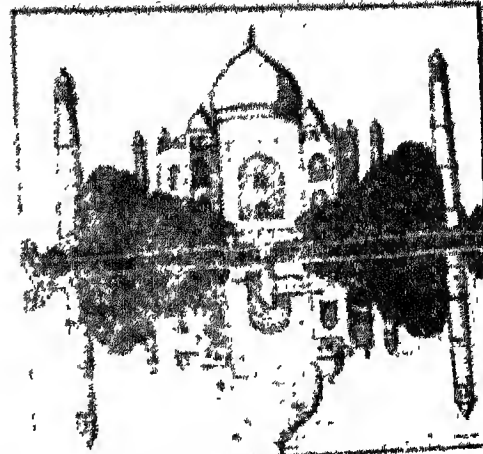


Illustration of the Taj Mahal
given in the textbook
Samiksha for class VII

(41)



समकक्षा (समकक्षा)
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Illustration of the Taj Mahal
given in the textbook
Samiksha for class VII
(Baryana - 1969)

(43)

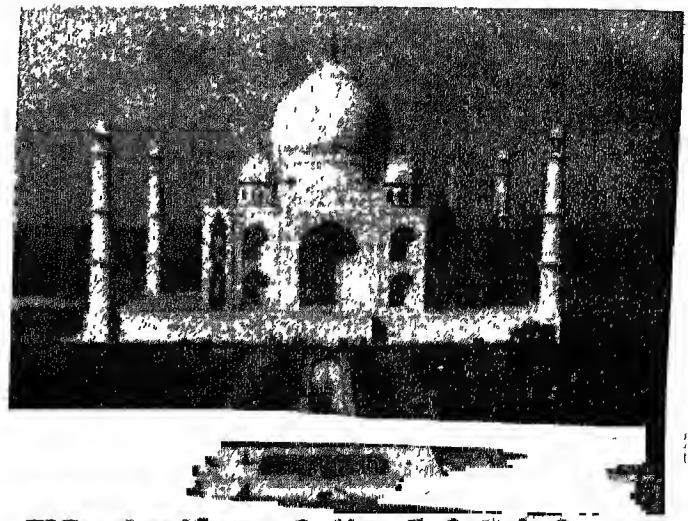


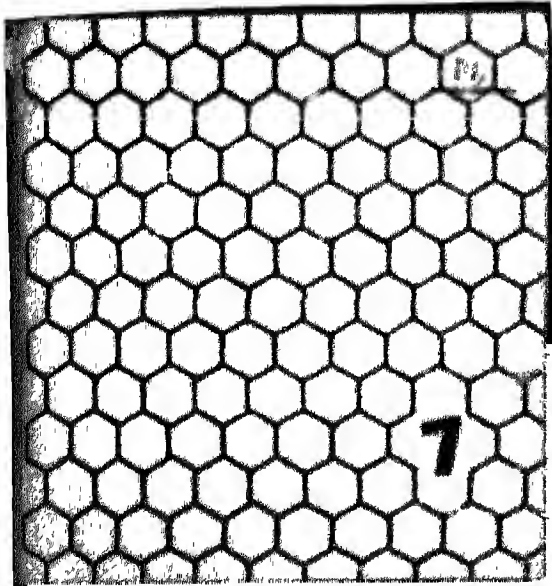
Illustration of the Taj Mahal
given in the textbook
Madhya Kalin Bharat for class VII
(Lucknow, New Delhi - 1976)

5. Exercises and assignments: Only a few varieties of exercises have been provided in these textbooks. The language of exercises is precise and unambiguous. The exercises are given at the end of each chapter.

6. Prelims : A photograph^(see sec. 4.1.4.7) of the cover page of each of the above mentioned books is reproduced on the next page. It can be seen that in appearance the cover pages are almost of the same calibre. On the inside title page, the title of the book, author's name and publisher's name have been mentioned. The reverse of the title page provides information about year of publication, copyright, price of the book, publishers' name and address, and printer's name and address. The preface has been given in all the books. The preface briefly describes the purpose and scope of the book. In all the books the table of content includes titles of chapters and page numbers.

7. Back Pages : In all the books the back pages, like glossary of technical terms, index and appendices, are not given. It is possible that their need was not felt.

(44)

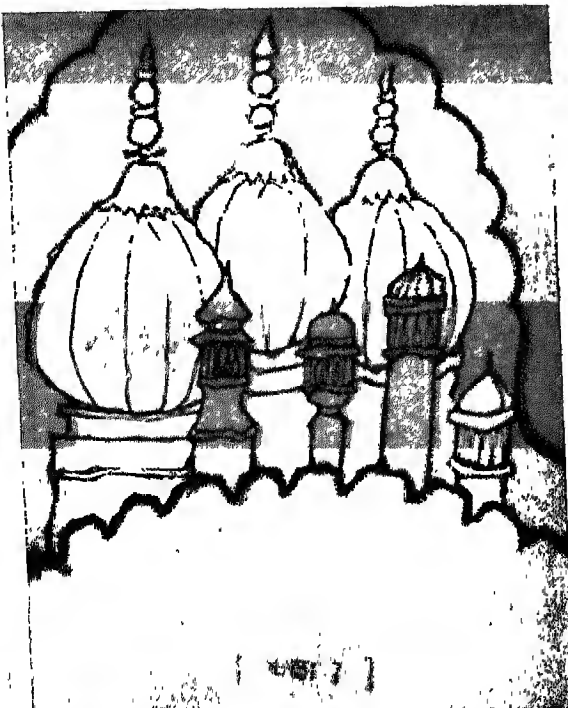


Cover page of the textbook
Samiksha for class VII
(Madhya Pradesh - 1969)
(44)

(45)

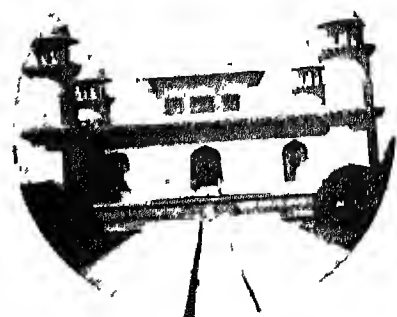


Cover page of the textbook
Samiksha for class VII
(Haryana - 1969)
(45)



Cover page of the textbook
Samiksha for class VII
(Haryana - 1969)

मध्य प्रदेश



Cover page of the textbook
Madhya Kalin Bharat for
class VII (NCERT, New Delhi - 1971)

B. Physical Aspects

The cutting and brushing of the paper is smooth in all the books. The margins on the four sides of the page are adequate. The type sizes for chapter headings, main text, captions, exercises etc., are appropriate for the intended age group of students. The printing is clear in all these books.

The quality of paper used is average. However this may be presumably due to the fact that there had been financial constraints on the nationalized textbook agencies which restrain them to use good quality paper because they have to keep the price within reasonable limits. The binding of the book is average with regard to durability aspect. The size of the books are almost the same in three cases. The fourth book is of a slightly bigger size. The number of pages in the four books vary. The prices of the books seem to be within reasonable limits in the sense that an average student can afford it.

Certain Comments on Nationalised Textbooks

As stated earlier, the arguments in favour of nationalization of textbooks were that there would be less profit making by private publishers, the textbooks would be standardized, quality books would be available quite in time etc. Under the present study we have not made efforts to study systematically the merits and demerits of nationalization of textbooks, although it appears from the study of above books that some of these expectations were fulfilled. However, it appears that the public was not entirely happy with all the aspects of the nationalization

of textbooks. Quite often there has been criticism of the state production of textbooks in various newspapers, journals etc. although occasional favourable comments are also found. We picked up at random files of the newspapers/ The Hindustan Times of the year 1960 and The Times of India of the year 1968 and studied news items and comments etc., about nationalized textbooks and policies of nationalization. The excerpts from these newspapers are reproduced below. It will appear from a study of these reports that they are mostly against the nationalization of textbooks. It will also be found from these reports that they consider nationalization of textbooks as a cause of deterioration in the quality of textbooks.

The first comment is from The Hindustan Times of May 30, 1960, and it refers to the nationalized textbooks in Tamil medium. It states:

The nationalization of textbooks also engaged the attention of the conference. The argument in favour of nationalization is the argument in favour of all monopolies, that with an assured and expanding market they will be in a position to supply better goods at cheaper rates. But in practice monopolies, more often than not, tend to exploit the market by the manufacture of sub-standard products at a fairly high level of prices. So it has proved in the case of textbooks. Whenever nationalization has been introduced there have been complaints about quality as also timely availability of books. The president in his speech said that publication of textbooks by the Government was likely to lead to regimentation of thought but that there could be no objection to the Government entering the field as one of the competitors, the schools being left free to adopt any of the approved textbooks. The conference finally reiterated its former resolution against nationalization and declared that publication of textbooks by the Government was not in the interest and development of education.... 18

The next one is a letter published in The Hindustan Times dated February 2, 1960. Its tone and content is also against nationalization. It says:

There is increasing opposition to nationalization of education, especially of textbooks. Eminent scholars and teachers have condemned it. Even the Union Education Minister and Acharya Vinoba Bhave have spoken against it. But there are many who advocate it. For the consideration of the latter, I quote a recent instance which justifies the opposition to the suggestion. In the U.P. Government Gazette (Vol. IV), dated January 16, 1960, the Secretary of the Board of High School and Intermediate Education has asked authors and publishers to submit Geography books (in Hindi) for H.S. and Inter Classes. The specifications for these books given on pp. 156-157 of the Gazette, require them to be 6" by 9" in size and to be printed on 28 lb double crown paper. Now "Double Crown" is size 20" by 30" and a book printed on paper of this size can be in 5" by 7½" or 7½" by 10" size. In no way can it be 6" by 9" size.

Obviously, those who have drawn up these specifications do not seem to know even the ABC of the technology of printing. Also, the restriction on the number of pages of the book, especially on Indian history and world geography to only 201-250 (for H.S. and Inter type) betray their ignorance of the subject.

Should not the Government leave these matters to those who know better and are experienced in the trade and art and science of publishing textbooks? 19

This does not mean that all reports published in newspapers were against nationalized textbooks. The following report in the Times of India appears to support the nationalization of textbooks. It states:

Poona, December 29: The setting up of an Independent independent autonomous body in each State for the production of textbooks has been unanimously recommended by a seminar

on textbook production and curriculum research.

The seminar in which 27 educationists from all over the country participated, concluded here today.

The delegates felt that there was every justification for the Government's taking up textbook production, with certain safeguards and with definite educational objectives.

The authority formed for the purpose should create and encourage an ever expanding band of good authors of textbooks. Author's fees should be adequately liberalised and in no case be less than Rs.5,000 for a complete script.

There was a need to undertake textbook production on sound commercial lines to ensure flexibility.

The departmental production of textbooks, as in some states, would not be able to deliver the goods.
1961 - 20

We may now close this section by adding certain observations of the Committee on School Textbooks which consisted of eminent educationists like Prof. K.G. Saiyidain, J.P. Naik and others. The observations were: "Although the practice of nationalization of textbooks has some advantages, it has often not succeeded in providing quality textbooks ... but having Government sponsored, they are officially considered to be above criticism."²¹

PRODUCTION OF TEXTBOOKS IN PRIVATE SECTOR

Before rounding off this chapter, it would be desirable to have a brief look at some of the textbooks produced in the private sector by private publishers. As would be obvious from the foregoing pages, the main source of supply of school textbooks

²⁰ Times of India, New Delhi, December 30, 1968, p.5

²¹ Report of the Committee on School Textbooks (New Delhi, Ministry of Education, 1969)

were the nationalized textbooks agencies in the States. Where a State had developed nationalized textbooks, only state produced textbooks were prescribed in the Government Schools and the recognized aided schools. Only the unaided recognised schools were at liberty to use textbooks of either public sector or private sector in their institutions. It may be pointed out that States took up the production of nationalized textbooks in a phased manner. Thus, all the textbooks in various subjects of all the classes were not produced in a single year. The textbooks of those classes or subjects which were not being prepared by the public sector were still being published in the private sector. Although there might have been varied opinions and feelings about the quality and price etc., of the textbooks published by the private publishers, publishers yet in general a large number of such textbooks were quite comparable with the state produced textbooks. These textbooks were also according to the prescribed syllabi. It appears from a study of certain textbooks that some reputed publishing firms also kept in view, more or less, all those criteria about preparation of textbooks that were being followed by the nationalized textbook agencies. It may be pointed out that only a few nationalized textbook agencies undertook the production of textbooks in such areas as Work Experience, Arts and Crafts, Home Science etc. The private sector, as such, continued to produce textbooks in these subject areas.

The private sector was helping the nationalized sector in certain aspects of textbook programmes. It was only in some States that all the dimensions of textbook programme, that is, preparation, evaluation, production and distribution, were being looked after by the Nationalized Textbook agencies. It was only in some cases^{that} the distribution of textbooks was handled entirely by the public sector. Much of the work was handled by the private sector. Similarly in most States even the nationalized textbooks were printed in private presses. Only a few States had their own printing presses exclusively meant for printing of textbooks. There were cases where a nationalized textbook agency simply approved or developed the manuscripts of textbooks and the remaining process of production and distribution was taken care of by the private sector.

We are giving below some description of two textbooks of private publishers so that the readers can have some idea about them. On the basis of this brief description, they can also form some comparative idea of these textbooks in relation to the nationalized textbooks already given.

1. Navya Jigyanti (Hindi) by Chet. S.G.
(G.D., New Delhi, 1967).

Some comments on various aspects of this book are as follows:

Selection and Presentation of Content

On the inner title page of the book, it has been stated that the book has been written according to the latest syllabus for intermediate classes of the Uttar Pradesh Board. The content seems to be adequate in respect of each topic. The material given appears to be accurate and up-to-date.

Exercises

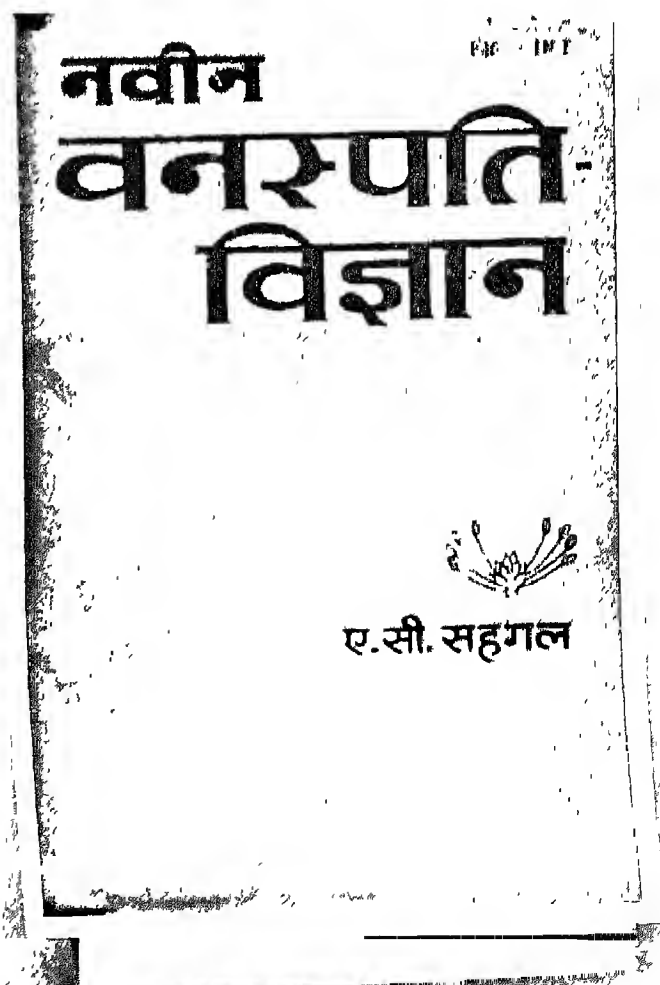
The exercises have been given at the end of each chapter. Although a variety of exercises have not been given yet they are adequate and cover significant content. The language of the exercises is precise.

Prelims and back pages

The inner title and its back side provide necessary information about the title of the book, the class for which the book is meant, author's name, publisher, place of publication, year of publication, edition, copyright and price.

The preface and the author's introduction of the book explained, in brief, the scheme and purpose of the book. A detailed table of content has been provided. In the back pages, a vocabulary giving Hindi equivalents of terms in English has been given. The accompanying photograph⁽⁴⁹⁾ of the cover page of the book shows that it is quite attractive.

(49)



Cover page of the same book

Physical aspects

The size of the book is appropriate. The type size used for chapter titles, sub-titles, exercises etc., are suitable for the intended age group of the students. The margins on the four sides of printed pages provide good look to the printed page of the book. The paper used and the binding is durable.

2. Uttar Pradesh Ka Gural Adhyan (Hindi) by
Nishant Chandra, J. N. Chandra (Publishers), Puresh Publishing House
1969-701.

Some comments on various aspects of the book are given below:

Selection and Presentation of content

On the inner title page it has been mentioned that the book is in accordance with the syllabi of Uttar Pradesh, Madhya Pradesh, Rajasthan and Bihar. The content covers the various topics adequately. The subject matter has been divided and organized into different chapters. The content of each chapter has been presented in question answer form. The major sub-aspect of the chapters have been covered by different questions and their answers.

The language of the book is appropriate for the age group of students for effective communication. The English equivalents of technical terms in Hindi have been provided wherever necessary.

Illustrations

The illustrations given in the book are relevant and clear although at some places they are not so sharp as desirable.

due to the fact that the book has been written in the question-answer form.

Prelims and back pages

The inner title page and back of it gives necessary information regarding title of the book, publisher, place of publication, year of publication and price of the book. However, the class for which the book is meant has not been mentioned precisely. Full names of authors have not been mentioned on the inner title page. However, their full names have been mentioned on the cover page.

A photograph⁽⁴¹⁾ of the cover page of the book is given on the right side.

Physical aspects

The size and volume of the book is appropriate. The type sizes used for the chapter headings and the text are suitable. The paper used is durable.

However, it has been observed that different shades of paper have been used in the book. The book opens flat. The binding is also durable.

(51)

उच्चतर माध्यमिक भूगोल का सरल अध्ययन

उच्चतर माध्यमिक भूगोल
का
सरल अध्ययन

HP-207
CLDG-HSS

मतीय चन्द्र
अमरीश चन्द्र

मुरेश पब्लिशिंग हाउस, गाजियाबाद

Cover page of a Geography Textbook of post-independence period published by a private publisher.

Certain Concluding Remarks

On the basis of the study of this Chapter, it can be said that a modern textbook had achieved its full status in all its respects during this period. Some of the other remarks on this Chapter are as follows:

1. Most of the States had nationalized the school textbooks. This resulted in some kind of uniformity and standardization in certain aspects of textbooks.
2. Due to the increasing interest of the Central Government in raising the quality of school education and consequently the work done by the NCERT in the area of textbooks, there was an all round improvement in school textbooks.
3. New techniques and methods adopted in the preparation of textbooks during this period also went a long way in improving the quality of school textbooks.
4. A systematic effort was made for development of tools of evaluation of textbooks in various subjects. During the course of time they were further refined on the basis of experience and actual use. These tools not only influenced the quality of textbooks in a positive way but also helped the authors a great deal in developing manuscripts of textbooks properly.
5. The establishment of modern Textbook Printing Presses in some States were playing a major role in improving the quality of printing, quality of illustrations and the general get up of the book on the one hand catering to the need of bulk production of textbooks for meeting the demand of mass education on the other.

6. Due to certain research work done in the area of examination reform during this period, a variety of exercises for testing knowledge, comprehension, application of knowledge and skills etc. began to be included in the textbooks.

7. In spite of all these improvements in various aspects of textbooks, there still remained certain minor points on which improvement was needed. It was due to these points that occasional criticism of the textbooks appeared in the newspapers. This criticism provided certain basis for corrective measures.

We have seen the emergence of new political trends, increasing Government interest in education and the process of increasing nationalisation of textbooks in the post-independence India in the last chapter. We also noted certain principles and procedures of preparation and evaluation of textbooks in that chapter. We further gave certain comparative but brief comments on certain nationalised textbooks of different States to illustrate the evolution of textbooks under the scheme of nationalisation in different States.

In this chapter we wish to consider many other side issues in relation to the growing needs and demands of education on the one hand and changing Government policies in relation to education on the other. We will also attempt to visualize the social change which was going on during this period and producing new challenges for education. It will be further seen how these challenges were met by education and new textbooks.

1947

when the British left India in 1947 and handed over the charge of the country to the leaders of the National Movement the position of society was good and bad both. On

the political front, there was a great deal of enthusiasm. Moreover, due to lot of political struggle and numerous sacrifices which were made in this country, there prevailed a sense of great idealism. The idealistic values and style pervaded the life of most the leaders and people so much that it held a high promise of a very bright future for the country in their hands.

Another positive factor was that there appeared no conflict between different parts of the country. By and large the feeling of oneness prevailed in the country. One of the reason for this state of affairs was that the negative emotions of the people were kept directed against the foreign rule throughout the freedom struggle and they had very little time to fight among themselves utilising these emotions. Thus parochialism and divisive tendencies were not working in the body politic of India.

The negative side of the picture was equally bad. Firstly, India was a very poor country, economically speaking. Secondly, the level of industrialisation and agricultural output was also low. Thirdly, the means of communication and mass media yet remained to be developed a great deal. Although, this negative side of the state of affairs in the country was too obvious to all, yet the people did not feel disturbed so much for them because they always attributed the shortcomings of the country to the foreign rule of the British people. This was their firm conviction that once independence was attained,

all the ills of the country would vanish within a short period.
The Position of School Education in 1947

The facilities for school education both primary and secondary which existed in 1947 were very meagre. The literacy percentage was also low¹. This was often attributed to the wrong and inadequate policies of the British rule in India.

Apart from the meagre facilities, there were numerous other defects in school education. In fact, the education prevalent during the British period was criticised on many other counts by the nationalist forces. It was felt that the education given under the British regime was unsuited to the needs and aspirations of the Indian people. Some of the more pin-pointed defects in that education were noticed by the Secondary Education Commission of 1953 which was appointed to chalk out and recommend a new system of school education, especially at the secondary level, which could suit the needs of the country. Among the major defects of the then existing system of school education were that the system was a wasteful and ineffective system and did not help in the realisation of the true aims and objectives of school education. It was also felt that the education was too bookish and mechanical and did not cater to the different aptitudes of the students. Nor did it develop certain basic qualities like discipline, cooperation and leadership etc. In relation to textbooks, the general criticism was that the

¹ It was about 15% only. This rose⁵ to 16.6% in 1951

textbooks were, by and large, of poor quality and did not create the habit of independent thinking both among the students and the teachers. The result was that students always studied the narrowly conceived bookish knowledge which did not prepare them for a practical life in future. Still another defect was that the students depended too much on memorisation of textbooks in order to pass examinations. This led to a deterioration in the overall standards of education.²

The Commission also felt that the textbooks were not written by creative and learned authors. They were generally prepared by very ordinary authors whom the publisher contacted and got those books written by paying very little emoluments. Then these publishers somehow or other influenced the textbook committees in getting their books prescribed for use as textbook in this course. Thus the quality of textbooks needed much improvement.

7. SOCIAL LIFE IN INDIA

After the Indian National Congress took over the reins of the country in its hands, a lot of social change began to be experienced in all walks of life. This social change was of two kinds. Firstly, there was induced social change because of the implementation of the new ideas of the new Government. Secondly, there was the automatic social change which was almost uncontrollable by the people and the Government. This change was being brought

² Points taken from the Report of the Secondary Education Commission - 1953 (Delhi: The Manager of Publications, 1953)

about by the new caste and class factors on the one hand and technical-cum-scientific and other factors like urbanization on the other, which were unleashed during this period. We shall briefly discuss these two kinds of changes in the succeeding paragraphs.

1. Induced Social Change

It may be recalled that during the freedom struggle, the leaders of the National Movement gave a number of ideas of social welfare, social equality and development of the people of the country while opposing the British rule. As soon as the National Government took over the power from the British people, these ideas got a further boost. There was a sense of great freedom and the slogan of equality, socialism and liberalisation rent the atmosphere in a great measure. Another idea which spread during this period was the idea of social and economic improvement of everyone. The Government at the Centre and the State levels chalked out a number of plans in various fields of socio-economic activity in order to improve the socio-economic lot and aspirations of the people. These included the famous five Year Plans also. The implementation of various schemes and plans, no doubt, brought change in its wake. However, during the process of the change, it also appeared that most of the people forgot the entire idealism, sense of sacrifice and idealistic values which they followed during the freedom struggle. Now they were all out to grab more and more economic power. This idea and practice was so

contagious that it influenced the imaginations, ideas and styles of most of the people in the country. This was one of the major factor which brought about a great change in the society. It generally helped in overthrowing the old idealistic system of values and norms, and replacing it with a more pragmatic system of values and norms. This change was soon visible throughout the country right from a big city down to a small village. The vision about objective social reality changed and with it changed the style of talking and acting of the public.

2. The Automatic Social Change

We have seen above some of the trends in the thinking of the nation which set in motion some social change in India after independence. However, this represented only one aspect of social change.

There was another aspect of social change which was sweeping the country although in a more silent way. There were certain other factors which were contributing towards it. Explosion of knowledge, development of science and technology, the process of urbanisation and modernisation etc., represented some such factors. These factors were more or less automatic and with the passage of time it was obvious to everybody that the Government or the people had no control on these factors. These social and psychological reactions created by these factors were so sweeping in their outward manifestation that a man who lived in India in 1947 and 1961 found it difficult to recognise the Indian society in the same way as he recognised it before independence. The

mass media which developed at considerable pace added to the intensity of the social change further.³

The above mentioned social change, both induced as well as automatic, brought about a host of well recognisable changes in the Indian Social system. Some of the more important changes which effected the growth of education on the one hand and the textbooks on the other were as follows:

(1) Caste and class conflicts in the Indian society: One of the major results of the social changes was an emergence of caste and class conflict of a magnitude which had seldom been seen in the past in this country. The political atmosphere, especially during the election times, became so surcharged with emotions related to caste and class that it almost appeared as if a regular cold war was taking place between different castes. Because of this, certain political parties made numerous promises to all the castes. These promises also included the promises of providing more educational facilities as also special educational facilities to the people of certain castes. These had their own impact on the development of education in the post-independence period.⁴

³ For a thorough study of social change in India, please refer to the book, "Social Change in Modern India" (New Delhi, 1966), by Dr. M. N. Srinivas, published by the Oxford University Press. Also refer to the book, "The Indian Middle Class" (Bombay: 1966), by Dr. M. N. Srinivas.

⁴ See, for example, "Caste and Class Tension in Indian Education" (Quarterly Journal of India International Centre, No. 4, 1966, 40, Lodi Estate, New Delhi-2). Please also refer to the election manifestos of the various political parties.

(ii) Fissiparous tendencies: The second obvious result of the social changes was an emergence of certain fissiparous and divisive tendencies of communal and regional nature in various sections of the people in various parts of the country. These tendencies often threatened not only the peace of the country but quite often the integrity of the country also. These tendencies had their due impact on the educational institutions and students. The student community became more and more restive and agitated during this period. This was reflecting the state of education to a considerable extent.

(iii) Moral failure and decline of ethical values: The third result of the fast tempo of social change was reflected in the decline of moral and ethical values throughout the country. This decline was there right from the top political leadership down to the stage of a petty wage earner. It appeared that a large section of the people had abandoned the norms of decent behaviour and attitudes towards reasonable work. These were, in fact, certain challenges which were purely social in nature. Not only were they caused by certain developments in the political, educational, scientific and economic fields, but now they were influencing these very fields to a great extent and bringing about some kind of decline of values in every field.

These forces created numerous problems and challenges in the field of education also. In the following pages, we will discuss some of these social-educational challenges and the attempts made to meet them.

C. SOCIAL-EDUCATIONAL CHALLENGES AND RESPONSES IN EDUCATION

In the foregoing pages we have seen the position of

society and position of school education in 1947, and also discussed briefly the great tempo of social change which was set into motion after 1947. We noticed that this social change was both induced as well as automatic. This social change was producing a number of problems both for the society and education which were to be met one way or the other. In fact, most of these problems became challenges for education and education was expected to respond to them and meet them adequately for the welfare of the society. Some of the more important challenges which emerged in the wake of the fast tempo of social change were as follows:

1. Great demand for education and its extreme expansion.
2. deteriorating quality of secondary education.
3. Problem of mass illiteracy and drive for enrolment at the primary level.
4. Caste and communal turmoil and divisive tendencies in the country.
5. Problem of making education purposeful and need-based.

1. Demand and Expansion of Education

Right from the beginning of freedom, the educational needs and aspirations of the people got a shot in the arm due to various social and political factors. The Government itself played a major role in giving a fillip to these aspirations by its own statements and promises. In fact, the Government was committed to provide large scale educational facilities especially at the primary and secondary level, for

the people of the country. As a result, the Centre and the states formulated a number of schemes for the expansion of primary and secondary education throughout the country. Attempts were also made to reorganise school education to make its expansion more meaningful. For example, the Secondary Education Commission made ~~for~~^{for} reaching recommendation^s to reorganise secondary education. The most important change which the Commission wanted to introduce was a 11-year course of school education instead of the traditional 10-year course. The Commission also wanted that the students after eight^h class should be diversified into different streams of courses. These courses included a number of vocational and academic courses. Thus, an attempt was made to evolve multi-purpose school system^s in the country.

Similarly, different States tried to reorganise primary education. Some of the States which followed a 4-Year primary course substituted it with a 5-year primary course. Some of the more enthusiastic States tried to implement the directive principles of the Constitution and divided the education upto the middle standard into lower primary and upper primary stage.

In spite of these attempts to reorganise secondary and primary education, the new problems continued to ~~emerge~~^{emerge}. This was precisely due to the fact the demand for education was increasing and as a consequence the expansion in education was taking place at an unprecedented rate. The problems became so

⁵
For details, refer to the Report of Secondary Education Commission, 1953. op cit

acute that the Government of India appointed a new Commission in 1964 in order to have a comprehensive look at all the stages of education in the country. This Education Commission, popularly known as Kothari Commission, submitted its report in 1966 to the Government of India. This Commission also made a number of recommendations in relation to primary and secondary education. On the basis of these recommendations, the Government of India passed a Resolution on Educational Policy in 1968. This Resolution was an important document and it promised further expansion of primary education. The expansion of the primary and secondary education after 1950-51 can be seen from the following table.

Table No. VIII

| Education and Targets at Different Levels of Education | | | | | | |
|---|---------------|---------------|---------------|---------------|-------------------------------------|---------------|
| | 1950-51 | 1955-56 | 1960-61 | 1965-66 | 1970-77 (likely) Plan Targets | |
| | 2 | 3 | 4 | 5 | 6 | 7 |
| Number of pupils in classes I to V (lakhs) percentage thereof to total population in age group 6-11 | 191.5 42.6 | 251.7 32.8 | 349.9 62.4 | 504.7 76.7 | 684.8 87.0 | 771.9 95.7 |
| Number of pupils in classes VI to VIII (lakhs). Percentage thereof to total population in age group 11-14 | 82.2 12.7 | 42.9 16.5 | 67.0 22.5 | 105.3 30.8 | 172.1 39.0 | 211.0 46.1 |
| Number of pupils in classes IX to XI XII Percentage thereof to total population in age | 12.2 5.3 | 18.8 7.4 | 26.9 10.6 | 50.4 16.2 | 87.8 22.0 | 112.1 26.1 |

India 1977 & 1978 (A Reference Annual) (New Delhi: Publication Division, Ministry of Information and Broadcasting, Government of India, August, 1978). p.50

The above mentioned table depicts the story of expansion of primary and secondary education in India after freedom. Its expansion involved a number of purely educational problems such as the training of teachers, the provision of school buildings and the provision of good quality textbooks at reasonable price. To meet the problem of provision of textbooks to a large mass of the students at the primary and the secondary level, the various State Governments followed the policy of progressive nationalisation of textbooks. This has been dealt with very exhaustively in the previous chapter and we need not go into it again. Thus it can be stated that one problem of the expansion of education which related to the provision of good textbook was met, by and large, by the policy of nationalisation of textbooks. This was, in brief, the response of education to the challenge posed by the expansion of education.

II Deteriorating quality of school education

Another challenge which emerged during this period in connection with school education was its continuously deteriorating quality. It has already been referred to that the Secondary Education Commission 1952-53 found a number of defects in school education. The Commission also found that considerable blame for these defects and low quality of school education lay on the textbooks. After

7
For details see chapter VIII

studying thoroughly the state of affairs of the Indian education in the historical perspective, the Commission found defects of the following nature in so far as they related to the curriculum and textbooks.

(i) The curriculum was not very scientific and up-to-date. It did not have provision for diversified courses. A rigid time table, unsuitable textbooks and overloaded syllabus did not give the teachers sufficient opportunity for self-expression.

(ii) Education imparted in the schools was isolated from life.

(iii) Too much importance was given to English and other subjects that were not important from the point of view of the society. On the other hand, subjects that were of social importance were not given due attention.

While pointing out that the curriculum was narrow, bookish and theoretical, the Commission suggested inclusion of relevant and significant contents so that the curriculum could touch the life of the students at all points and help them in developing a balanced personality. It was felt that the curriculum should not be divided into a number of isolated, watertight subjects, but all the subjects should be inter-related. In this context the Commission made the following recommendations to remove the defects in textbooks:-

(1) A High Power Committee for selecting textbooks for study at different stages should be constituted. This Committee

8
Point, collected from the Report of Secondary Education Commission, 1953, op. cit.

should comprise of a high dignitary of the Judiciary of the State, preferably a Judge of the High Court, a Member of the Public Service Commission of the region, a Vice-Chancellor of the region concerned, a Head Master or Head Mistress of the State, two distinguished educationists to be co-opted and the Director of Education.

(ii) This Committee should lay down the criteria for the books.

(iii) A fund should be maintained from the amount realized from the sale of publications, which may be utilized for awarding and providing books and certain other amenities for school children.

(iv) The Central Government should set up a new institution or help some existing art schools to develop training in the technique of preparing illustrations for textbooks.

(v) The Central and State Governments should maintain libraries and collections of blocks of book illustrations, which could be loaned to Textbook Committees and publishers in order to improve the standard of book illustration.

(vi) Single textbook should not be prescribed for any subject of study, but reasonable number of books which satisfy the standards laid down, should be recommended, leaving the choice to the schools concerned.

(vii) In case of languages, definite textbooks should be prescribed for each class to ensure proper graduation.

(viii) No book prescribed as a textbook or a book for general study, should contain any passage or statement which might offend the religious or social susceptibility of any section of the community or might indoctrinate the minds of the young students with particular religion or political ideology.

(ix) Frequent changes in textbooks and books prescribed for study should be discouraged.

In spite of the implementation of some of the recommendations of the Commission, the problem of quality at the school stage continued to tax the imaginations of the educationists and the Government. A number of critical articles and comments often appeared in the National Press criticising the deteriorating quality of school education and pin-pointing certain areas where improvement was needed. Similarly, numerous points of criticism were also made in the Parliament in this regard. In view of the persistent criticism, the Government thought ^{it better to review the entire system of education right} from the university education down to the primary education in a comprehensive way. As a result, the Government appointed another Commission in 1964 to study the entire educational system of the country and recommend suitable changes and modification in it, keeping in view the national needs and aspirations.

⁹
Report of the Secondary Education Commission 1953 on file
pp.82-83

¹⁰
Please see Report of the Education Commission 1964-66.
(New Delhi: Ministry of Education, Government of India, 1966)
pp.591 for terms of reference of this commission.

This Commission presented its report in 1966 to the Government of India after a thorough study of the entire system of education. It made numerous recommendations regarding each aspect and each stage of education in the country. This Commission also found that one of the major causes of low quality of education was the poor quality of textbooks which were in use. Commenting on the quality of textbooks the Commission observed, "Unfortunately, textbook writing and production have not received the attention it deserved. In most school subjects, there is a proliferation of low quality, sub-standard and badly produced books particularly in the regional languages¹¹". The Commission pin-pointed a number of factors responsible for it. Some of the main factors were as follows:-

(i) The lack of interest shown by top ranking scholars so that the writing of textbooks has been generally done, in actual practice, by persons whose abilities are far from equal to the task;

(ii) the malpractices in the selection and prescription of textbooks which defy control;

(iii) the unscrupulous tactics adopted by several publishers;

(iv) The lack of research in the preparation and production of textbooks; and

(v) the almost total disregard by private publishers (who are interested only in profits) of the need to bring out

¹¹
Ibid. p.229

ancillary books such as teachers' guide to accompany textbooks.¹²

The Education Commission suggested that it was essential that the best talent available in the country should be brought together to produce the school textbooks and other literature needed. In this connection the Commission welcomed the steps taken by the National Council of Educational Research and Training (NCERT) which produced textbooks with the help of scholars available in the country. The NCERT gave full freedom to the State Governments and the Central Schools Organization to adopt or adapt its textbooks.¹³

The Education Commission also touched the issue regarding evolving national standards at the end of different stages of school education and gave the following observation and suggestions:

"Textbooks produced at the national level will have other advantages as well. One of our major recommendations (chapter XI) is that we should make an attempt to evolve national standards at the end of the primary, lower secondary and the higher secondary stages. The definition of these standards as well as the organization of a programme for their practical implementation will be greatly facilitated by the production of textbooks at the national level. Such books can indicate the expected standard of attainment far more precisely than any curriculum or syllabi; and their practical use in schools is the surest method to raise standards of teaching in schools in the different parts of the country fairly comparable. In a subject like mathematics or science

¹² Points taken from the The Report of the Commission, 1964-65 22 sll p.229

¹³ A more detailed reference to the work of the NCERT in this regard is given in the succeeding pages.

for instance, there is not much scope for local variations and the adoption of common textbooks in all parts of the country is not only feasible, but also desirable from several points of view. The same can be said about a common textbook in citizenship prepared from the point of view of national integration and used in all schools of the country. History is another difficult subject to teach, especially from the point of view of social and national integration and authoritative well-written books on the subject can be of immense help to all teachers. At present, there is hardly any common book which all the students in India read and that is one of the reasons why our educational system contributes so little to national integration. On the other hand, if we had say a set of 100 books on different topics written by the best of our scholars which would be translated and be available in every school and if an average student were expected to read them in his school course as a matter of routine, the entire thinking of the rising generation would be different and national integration could be immensely strengthened." 14

These were very sensible observations and could hardly be ignored by the educational authorities in the country.

In fact, the Commission wanted that the textbook should not only be an instrument for good academic education but should also play an effective role in bringing about national integration. The Government accepted this position.

The Response

As a response to this challenge, numerous steps were taken both at the national and state level to bring out good textbooks in accordance with the recommendations of various Commissions. 15 It will be in the fitness of things here to point out one major step which was taken in this

14
Report of the Education Commission, 1964-66, op cit p.230

15
Most of these steps were taken at the state level and thus generally related to production of nationalized textbooks on scientific lines on the one hand and the procedures of preparation, evaluation, pricing and distribution on the other.

connection and which played some significant role in the improvement and evolution of textbooks in the country. This was the creation of the National Council of Educational Research and Training in 1961 at the central level. It may be pointed out that before 1961 there were a number of smaller educational units which were working under the Ministry of Education dealing with certain aspects of education. It was thought¹⁶ in 1960 that all these units should be merged together to create one central body which should coordinate the work of these units and also include certain other functions related to school education. This represented the genesis of the origin of the National Council of Educational Research and Training.

The NCERT was established under the Societies Registration Act (Act No. 21 of 1860) in 1961 and was conceived to be more or less as an autonomous body. Among the major functions of the Council were research, training and extension in various areas of school education. The main objective of the Council was to improve the school education throughout the country by giving proper guidance and advice, producing good textbooks and other textual material and by organising refresher and training courses for the personnel of the States.¹⁷

¹⁶ Some such units were (i) Central Bureau of Textbook Research (ii) Directorate of Extension Programmes for Secondary Education (iii) National Institute of Basic Education etc.

¹⁷ For a detailed knowledge about the functions and objectives of the NCERT, please refer to the NCERT Annual Report 1970-71 (New Delhi: NCERT, 1971).

Similarly, for a study of the latest organisational structure and functions of the NCERT, please refer to NCERT Annual Report 1979-80 (New Delhi: NCERT, 1980).

The NCERT played a major role in providing direction to some of the educational activities at the school stage in various states. One of the major activity which the NCERT undertook and in which it was able to give considerable guidance and direction to the states was the area of school textbooks. We give below the efforts made by the NCERT in the field of development of school textbooks for use by various states and the Union Territories. These efforts will be viewed in two stages. In the first stage we will describe, in brief, the textbook development programme upto the year 1974. In the second stage, we will describe the textbook programme of post 1974 period. The rationale for this is that since the year 1975, NCERT entered into another era of textbook development when it took concrete steps in the direction of giving shape to the suggestions and recommendations of the Education Commission (1964-66) towards betterment of school curriculum and instructional materials.

1 FIRST STAGE, 1961-1974

(a) Development of Textbooks in Social Sciences

The NCERT in its early years conducted a study on the 'Position of Social Studies in India'.¹³ This study provided great insight into various aspects and shortcomings in the existing courses of social studies in India. Keeping them in

view, the NCERT organized four all-India workshops with the help of classroom teachers, subject experts and teacher educators from June 1962 to June 1964. As a result, a syllabus for classes I to XI was developed. Based on this syllabus, the textbooks in Social Studies for classes III to V covering subject matter on 'State', 'Country' and the 'World' were prepared. Teachers editions of these books were also brought out along with the revised textbooks and Teachers Guides. For classes I and II, instead of a textbook, Handbook for teachers and illustrated charts were prepared. It included such topics as Home, School and Neighbourhood. As regards the middle school stage, separate textbooks were prepared for History, Civics and Geography. At the Higher Secondary stage, only one volume entitled 'Social Studies' could be developed. The NCERT did not develop separate textbooks in History, Geography and Civics for the Higher Secondary stage by the time it took up the development of curriculum for new pattern of education as suggested by the Education Commission (1964-66).

(b) Development of Textbooks in Science and Mathematics

The NCERT in early sixties developed an experimental edition of Central Science syllabus for classes I to VIII. Under a scheme of assistance from UNESCO and UNICEF for the programme of improvement of science education, the NCERT prepared model textbooks. In the curriculum package, besides the textbooks, the teacher's guides, science kits

and films were also produced. Since the NCERT permitted the States to adopt or adapt its textbooks, many states prepared their modified textbooks for introduction in the project schools. The feedback of this programme provided valuable data to the States for revision of their textbooks in science and Mathematics.

Under the 'Study and Project' the NCERT developed a set of textual material for classes ^{IX} XI, XII and XIII wherein ^A emphasis is placed on 'Universities and Higher Institutes of Learning' developed the materials in collaboration with experienced teachers.

The NCERT also developed textbooks in Mathematics by adopting a blend of traditional Mathematics and Modern Mathematics with special emphasis on modern Mathematics.

(c) Development of Textbooks in Languages

Even after its inception in the year 1961, the NCERT started a project entitled Reading Project under which syllabi and a set of instructional materials (primers, textbooks, workbooks and teachers' guides) were prepared for teaching of Hindi as a Mother Tongue in the Hindi speaking States. The instructional material prepared under the project was adopted or adapted by various States. This project provided an opportunity to try-out a new approach for teaching of Mother Tongue on a wide scale.

The NCERT with the help of panel of experts also developed set of textbooks, supplementary books and teachers' guides for classes VI to XII. A new curriculum in Hindi as a Mother Tongue based on the expected level of attainment

in various linguistic abilities rather than the content for classroom teaching was developed. This new curriculum in Hindi received appreciation and some States patterned their curriculum in Hindi on the lines of the NCERT curriculum.

Thus, it will be seen that the NCERT tried to raise the quality of textbooks by involving experts in their preparation. Through that technique it tried to meet one of the major objections of the Mudaliar Commission.^{19(a)}

2. Second Stage (Post 1974 period)

Before discussing the programme of textbook development in the NCERT under the second stage, that is, the post 1974 period it will be desirable to have some background about this phase. It may be pointed out that the Education Commission 1964-66 emphasized the national development as one of the most important concerns of education. After discussing the Commission's Report in the Parliament, the Government of India adopted a Policy Resolution in the year 1966 in which the main recommendations of the Commission were accepted. One of the most important recommendation of this Commission related to the diversification of courses and restructuring the school education. The recommendation about restructuring related to 10+2 pattern of education.

This recommendation meant a big change in all aspects of school education. It was a big challenge and the NCERT accepted this challenge seriously. After a number of strenuous academic exercises, the NCERT prepared a 'Framework'

19(a)

For certain more details of the work done in the area of instructional materials, please refer to NCERT Annual Reports, 1971-1972-73 (New Delhi: NCERT, 1973, 1974) pp.50-53 and 50-51.

for the 10 year school.

The 'Framework' provided valuable guidelines for development of Curriculum. The NCERT did a pioneering work in concretising the philosophy and objectives stated in the 'Framework' in the form of educational content through development of syllabi in different subjects and for different stages of school education. The task of development of textbooks and related instructional material was entrusted to editorial boards in different school subject. Each board comprised of reputed educationists, school teachers and a few members of academic staff of the NCERT. These high-level editorial boards were given liberty to review and modify the syllabi also, wherever necessary, during the course of development of instructional material.

The acceptance of the new pattern of school education also envisaged vocationalization of Higher Secondary education so that education could play a positive role in national development and social change. A Curriculum Committee initially set up by the Government of India, Ministry of Education and later enlarged and supported by the NCERT, finalized in the year 1976, a document entitled

Higher Secondary Education and its Vocationalization.²¹ The Curriculum Committee recommended diversification of courses at the 12 stage that is Classes XI and XII. The aim was, "to avoid forcing students into the academic channel; alone and to offer them opportunities to choose subjects and programmes of study in a much wider field of education in keeping with their aptitudes, interests and abilities with a view to increasing their employability which would, in turn, provide society with personnel having a wide spectrum of knowledge and training for its own needs and upliftment."²² It also aimed at reduction and elimination of frustration among the youth resulting from non-productive and aimless education. The new pattern of education made provision of various vocational streams at the Higher Secondary stage. It proposed a decision which envisaged that a student may be allowed to go from the academic to the vocational stream, and vice versa, without having to start in the other stream from the very beginning. In consonance with the philosophy of vocationalization of Higher Secondary education, which envisaged reorganisation of Higher Secondary education to serve new personal and social needs of the people, this document made the following suggestions.

- (1) A wide choice of combinations of courses;

21

Higher Secondary Education and its Vocationalization
(New Delhi: 1974, 1976)

22 Ibid p.1

- (ii) transfer from a programme of vocational studies to academic studies or vice versa.
- (iii) bridging and remedial courses which may enable students, who cannot find suitable outlets in one direction, to move on in another direction of studies or enter tertiary institutions.
- (iv) interruption of studies and part time studies or correspondence studies combining with work.
- (v) transfer from one kind of institution to another.
- (vi) varying duration of some of the vocational courses between 1½ and 3 years.

However, this was not the last word on vocationalisation of education at a 2 stage. A number of other groups and committees were constituted both by the M. T. and the Ministry of Education to go into the vital aspects of the vocationalisation of education at 2 stage. These groups and committees gave their own concepts, courses and the ideas about textbooks in this respect.

23

In this connection, I may specifically refer to the following groups and committees formed in this connection.

- i) A Working Group on "Vocationalisation" formed by the Ministry of Education, Government of India in 1977. For details, see, Report of the Working Group on Vocationalisation, Ministry of Education, New Delhi, 1978)
- ii) Ishwar Shri Patel Committee for reviewing the curriculum for the 10 year school appointed by the Union Minister of Education in June 1977. For details, see, Report of the Committee for the Ten Year School, Ministry of Education and Social Welfare, 1977)
- iii) A National Review Committee under the chairmanship of Shri Valdeen S. Misra, Vice Chancellor, Report of the National Review Committee on Higher Secondary Education, Ministry of Education and Social Welfare, 1978

By the end of 1978, it appeared that in spite of recommendations of the various groups and committees, there was some confusion in the area of vocationalisation of #2 stage. As such the position of textbooks related to the vocationalisation of education at this stage was in a poorer shape as compared to the well established system of development of textbooks for general education for the 10 year school stage. However, some private publishers showed considerable initiative and brought out certain textbooks more or less in accordance with the syllabus and ideas suggested in the reports of these groups and committees to fill in the gap.

Development of Textbooks

The NCERT played a central role in carrying out the new pattern of education by clarifying and developing ideas, concepts and syllabi etc., in a proper way. It was ^{that} under this pattern the NCERT endeavoured to develop in a phased manner the textbooks and related instructional materials. We are giving below a brief description of the steps taken by the NCERT in developing the instructional materials in various subject areas since the year 1975. Earlier efforts in this direction have already been mentioned.

(1) Development of Textbooks in Social Sciences

After developing the new syllabi under the new pattern of education, the NCERT started developing a new series of model textbooks in social sciences for the primary school stage under the general title 'Environmental Studies'. Keeping in view the fact that in a child of class I or II, the capacity to read and write is limited, no textbook on

Environmental Studies for these classes was developed. Instead, the NCERT developed a Teachers' Guide on Environmental Studies for classes I and II which included topics that cut across the artificial boundaries of different disciplines. The book laid emphasis on understanding the environment and its problems through a scientific method. The teachers are supposed to develop teaching materials according to the environment and needs and interests of the children of this age group. For realization of the motto of the organization, the NCERT urged that science and social sciences should be taught as environmental studies and at least developing separate textbooks on these subjects from class Ist onwards under the general title 'Environment of Children'. Part I of the book on Environmental Studies dealt with the area of social studies and Part II of the book dealt with the area of the natural environment of the children.²⁴

None of the existing textbooks for Middle Classes were also reviewed by the new National Council in the light of new syllabus material under the motto of education and their revision and modified a primary stage textbook to suit the new pattern. Since the subjects of History, Geography and

Civics became compulsory subjects at lower secondary stage, that is, classes IX and X, the NCERT developed fresh books in these subjects. A textbook on Economics for classes IX and X was also developed treating Economics as a compulsory subject, but at a later stage it was made as an optional subject. At the Higher Secondary Stage, that is, classes XI and XII, the subjects of History, Geography, Civics and Political Science, Economics and Sociology were envisaged as optional subjects. The Editorial Boards, set up for preparation of textbooks in these subject, kept in view the fact that at this stage begins specialization in different subject areas to meet the needs of various professions etc. A textbook entitled "Laboratory Techniques and Field work in Geography" along with a work book was also developed for the Higher Secondary stage. Plans were also chalked out to prepare handbooks for teachers and teacher's guides in all the above mentioned subjects.

(ii) Development of Textbooks in Science and Mathematics

It has already been mentioned that the NCERT developed a Teachers' Guide on Environmental Studies for classes I and II under the new pattern of education. For class III, a textbook entitled Environmental Studies Part II was developed. It aimed at providing the understanding of the natural environment and its problems through a scientific method. This book laid emphasis on pupils participation in the learning activities which were so designed that there was no need for special

25

For more details of the work done in the NCERT in area of Social Sciences, please refer to the Annual Reports of the NCERT for the years from 1975-76 to 1976-77.

equipment, Environment itself became a source of learning. Later on textbooks on Environmental Studies for class^{IV} and ~~IV~~^V were also prepared. The textbook for class V was entitled Learning Science through Environment.

The textbooks for classes VI to VIII according to the new pattern of education developed by Editorial Boards comprising of University professors, school teachers and members of the academic staff of the NCERT, were examples of a concerted effort in preparation of integrated books of three disciplines viz., Physics, Chemistry and Life Science. The books were prepared under the broad title Learning Science. Besides integrating science with environment, the social relevance of Science had also been given special treatment in these books. The suggested activities could be performed with the locally available materials. The ~~modus~~^{modus} operandi of preparation of integrated Science Textbooks for classes IX and X was also similar to the method adopted at the Middle School Stage.

In developing textbooks in Science, the Editorial Boards kept in view that textual material in science should be related to day to day life and needs of people.

With the development of syllabi on new pattern of education the entire series of mathematics textbooks from classes I to XII was also prepared afresh by the NCERT.²⁶

²⁶ For latest position about the instructional materials developed in these areas, please refer to NCERT Annual Report 1979-80 (New Delhi, NCERT, 1980) pp. 38-40

(iii) Development of Textbooks in Languages

After adoption of the new pattern of education, the NCERT started developing new textbooks in Hindi as a Mother Tongue for the Primary and the Middle Classes, and the work reached almost a final stage by the year 1979-80. In the meantime a general series for teaching Hindi in any State of India also started coming up. Textbooks in Hindi for classes IX to XII as a second language were also developed by the year 1979-80.

Keeping in view the requirements of new pattern of education, a set of instructional material and supplementary instructional material in English for Middle, Secondary and Higher Secondary stages were also developed by the NCERT. Similarly, the textbooks of Sanskrit from class VI to XII were also prepared.²⁷

Certain Textbooks under this Pattern

Given below is a brief description of some books that were prepared by the NCERT under the new 10+2 pattern of school education. These have been selected by us to give illustrative examples for the present study according to the scheme and theme of the thesis.

- (i) Environmental Studies: A Teacher's Guide for class I and II.
- (ii) Learning Science Part I: A Textbook for class VI.

1. ~~Environmental Studies: A Teacher's Guide for Classes I and II~~

Realizing the fact that environment around the children varies among different regions and the schools, as also the constraint that reading and writing ability of children in classes I and II is very limited, the NCERT decided to prepare a Teacher's Guide instead of a centrally recommended textbook that could, perhaps, not serve much purpose. The foreword of the book states:

- Through this Guide an effort has been made to present ideas for the primary school teachers and teachers who were about the various aspects of environmental studies, i.e., the philosophy of this new approach to learning, the suitability of environmental studies in the Indian context, the methodology and ideas about teacher orientation. The brief introductory text is followed by a number of well illustrated examples. These exemplary topics are only suggestive. A core syllabus of environmental studies for classes I and II is appended at the end, which is again only suggestive. It is able to plan his own local curriculum for the desired objectives the environmental studies to be fulfilled.*

and that on
side of this
action is to

This quotation has been given so that the readers can have some idea of the evolution which was taking place at the conceptual level in textbooks at the primary stage during this period.

The introductory chapter of the book provides, in brief, meaning of the environment, some essential features of environmental studies, potentialities of the environment, specific features of the environmental studies approach, communication and language in environmental studies, methodology of environmental studies, the role of the teacher and some hints in teacher orientation. In the end a syllabus

has been included which is quite explanatory, logical, precise and gives idea about the scope and depth of content.

The illustrative topics in the guide are like Food, Domestic Animals, Festivals, Houses, Schools, Good Manners, Health, Places of worship, Market Places, Rivers, Earth, Material on the Surface of the Earth, the Sun, the Moon, Stars and Weather. The Guide provides sufficient ideas to enable the teacher to adopt innovative teaching learning strategies with the help of local resources. The exercises are helpful in planning projects and activities. With a view to illustrating the mode of presentation, a photograph⁽⁵²⁾ of mutually facing pages 14-15 from the guide is given below. The pages are self explanatory.

(52)

Festivals



1. A group of children are seen from the back of their heads, looking at a large, decorated tree or structure, possibly during a festival or celebration.

and should be a question in your mind that the following

By the end of the year, the children should be able to identify the different festivals and their significance.

Children should be able to identify the different festivals and their significance.

In the light of the above, he should plan the activities. For example, questions and planning in respect of new festivals, etc. (Festivals and Poles, are given below)

NEW 111

When is a celebrated?
It is a festival which is celebrated at the end of the year and after the winter season.

Why is it celebrated?
The first crop yield is brought home by the farmers. They are then given some rewards. The money comes in from the sale of the crops. The money is then used for the welfare of the community. During the winter season, the farmers, who are poor, get some help and food grains which are given to them.

How is it celebrated?
1. The farmers are given some rewards.
2. The money is used for the welfare of the community.
3. The farmers are given some help and food grains.

What is the festival?
It is a festival which is celebrated at the end of the year and after the winter season.

1. To mark the new year, particularly the newly married couple and her husband, to join the festival.
2. To mark the birth of the child.
3. To mark the death of the child.
4. To mark the death of the child.
5. To mark the death of the child.
6. To mark the death of the child.

POLE

When is it celebrated?

The celebration day of this festival varies from region to region. However, it is celebrated on the last day of the month, December, or January, during the winter season. Why is this period selected?

Pole means the bull, the animal which is used for ploughing. When all the ploughing work is over and the fields are full of crops, no work is left for the animal. The Pole festival therefore marks the end of the year.

How is it celebrated?
1. The bull is decorated.
2. It is taken to a special place.
3. It is decorated with a special type of cloth called 'red'.
4. To pay a tribute to the animal which has served the farmer.
5. Sweets are offered to the bull and the farmer, bringing them in a procession to the entrance place of the village.
6. When all villagers bring their animals, the head of the village, i.e. the head of the village, and his family enter the village and then other villagers rush their animals through the entrance of the village. In the evening they are brought back in procession to their dwelling places.

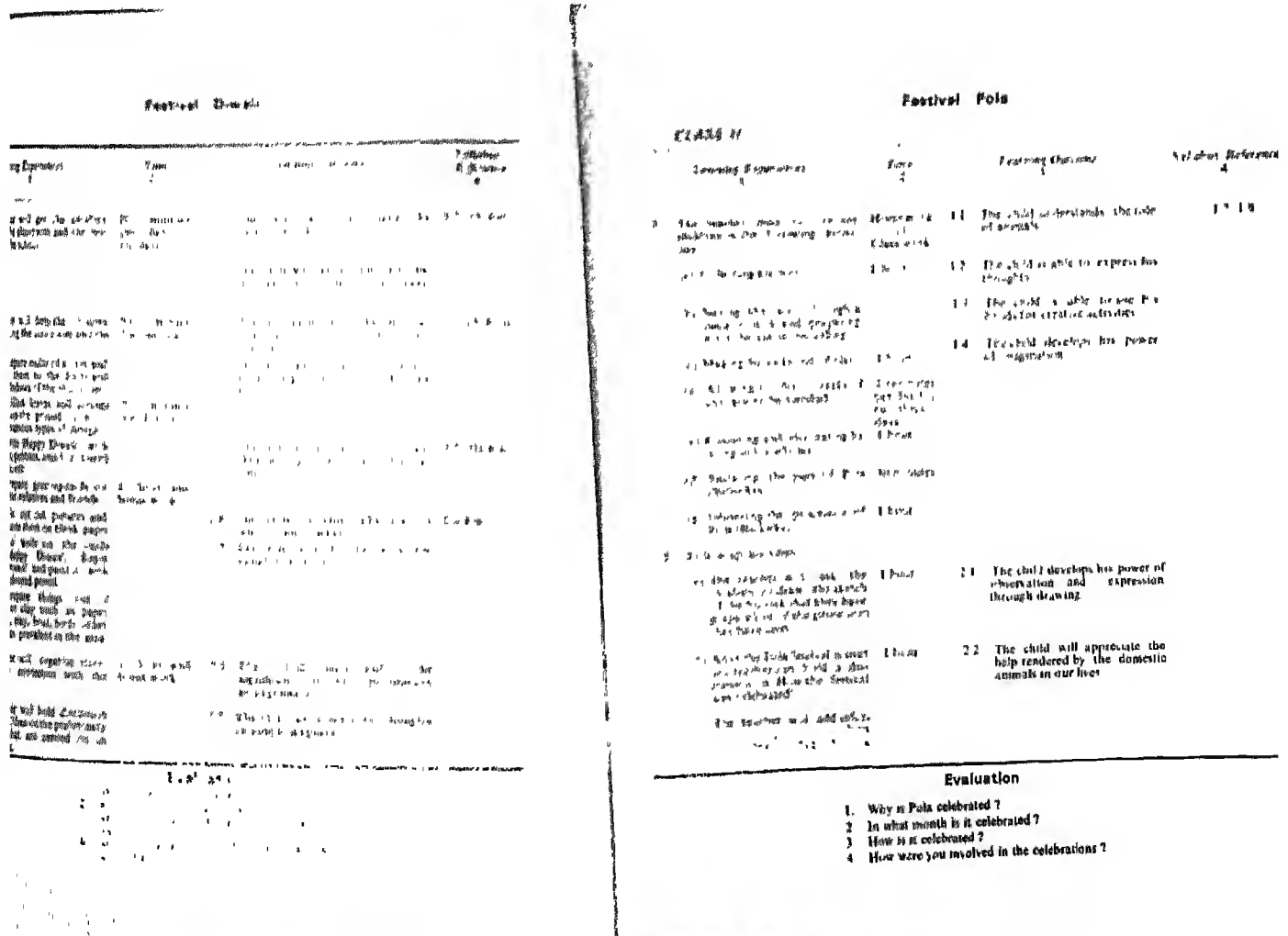
Special features
No farmer takes any kind of work from his bullocks on this day. It is a festival to express gratitude towards the animals who have served him.

The importance of such festivals can be explored by getting information through these questions. The teacher will be in a position to decide the exact activities that are helpful.

Two pages from a Teacher's Guide in Environmental Studies suggested to set an innovative trend in textual material in primary classes published by the NCERT in 1977.

The book also endeavours to give in details the learning experiences related to the topic, time to be devoted to each learning experience and the proposed learning outcomes. Besides, evaluative questions are also given to test the knowledge of the pupils after they have learned the topic. This is obvious from the photograph⁽⁵³⁾ of two actually facing pages 16-17 taken from the book.

(53)



Two pages from the same book showing concrete innovative practices in such areas as learning experiences, learning outcomes and evaluative questions.

The get up and other physical features of the book are attractive. The cover page is so designed as to provide a glimpse of natural environment to the reader. A photograph⁽⁵⁴⁾ of

the cover page of the Teacher's guide is also given on the right side which is relevant to the theme of the book. It shows men working in the environment.

2. Learning Science

(New Delhi: NCERT, 1977)

This is another important book. Certain comments on major aspects of this book are as follows:

Selection of Content

An attempt has

been made in this book to introduce integrated approach in science curriculum. The subject matter has been drawn from the disciplines of Natural Sciences and Life Sciences. The content has been selected to develop certain values and attitudes that were indentified earlier by a working group set up for



Title page of the same book giving a glimpse of natural and immediate environment

developing curriculum under the new pattern of education.

Organisation and Presentation of Content

As indicated, an attempt has been made in this book to present the discipline of science as an integrated whole and not as separate disciplines of Physics, Chemistry and Biology etc. The presentation is such that the student is provided opportunity to make observation, to think, to ask question and to do certain activities. Precisely, each chapter starts with some 'observations' about the subject matter of the topics, followed by some 'questions' that could emerge in the mind of the reader. Then the topic has been explained under the caption 'Let us find out'. After detailed description of the topics, some 'activities' have been suggested in each chapter. In the end of each chapter some recapitulatory exercise has been given under the caption 'What have we learnt and how it is relevant.' The examples have generally been provided from local environment. The language of the book is simple and precise. The technical terms have been suitably explained.

Illustrations

The content has been adequately supplemented by illustrations. These have been suitably placed in the text. All the illustrations are not captioned. However, the illustrations have been explained in the text itself, wherever necessary.

There is a variety of illustrations according to the themes.

A photograph^{14.17} of two mutually facing pages 108-109 is given below which includes a part of the content and illustration. The style of presentation is based upon the well known principle of pedagogy, viz., from 'known to unknown' and inductive¹⁴ method⁴ of bringing about generalization.

(55)

THE LIVING WORLD*

1. OBSERVATIONS

[illegible]

| | | |
|-----------------|-----|-----|
| Rose bush | 玫瑰 | 玫瑰 |
| Jasmine creeper | 茉莉花 | 茉莉花 |
| Floral | 花 | 花 |
| Pea plant | 豌豆 | 豌豆 |
| Gram plant | 豌豆 | 豌豆 |
| Wheat plant | 小麦 | 小麦 |
| Maize plant | 玉米 | 玉米 |
| Mango tree | 芒果 | 芒果 |
| Banyan tree | 榕树 | 榕树 |
| Water lily | 莲花 | 莲花 |
| Leech | 水蛭 | 水蛭 |
| Prawn | 虾 | 虾 |
| Water bug | 水虫 | 水虫 |
| Duck | 鸭 | 鸭 |
| Swan | 天鹅 | 天鹅 |
| Crane | 鹤 | 鹤 |
| Slug | 鼻涕虫 | 鼻涕虫 |
| Snail | 蜗牛 | 蜗牛 |
| Water mussel | 水蛭 | 水蛭 |
| Moss | 苔 | 苔 |
| Fern | 蕨 | 蕨 |



PICTURE 1

You may have seen some of these living objects. You may have heard of some. There would, of course, be many living objects that you may have seen or read or heard about which are not listed here. Prepare another list of 10 such living objects.

Some living objects are familiar to us in our houses. Some we see in the above:

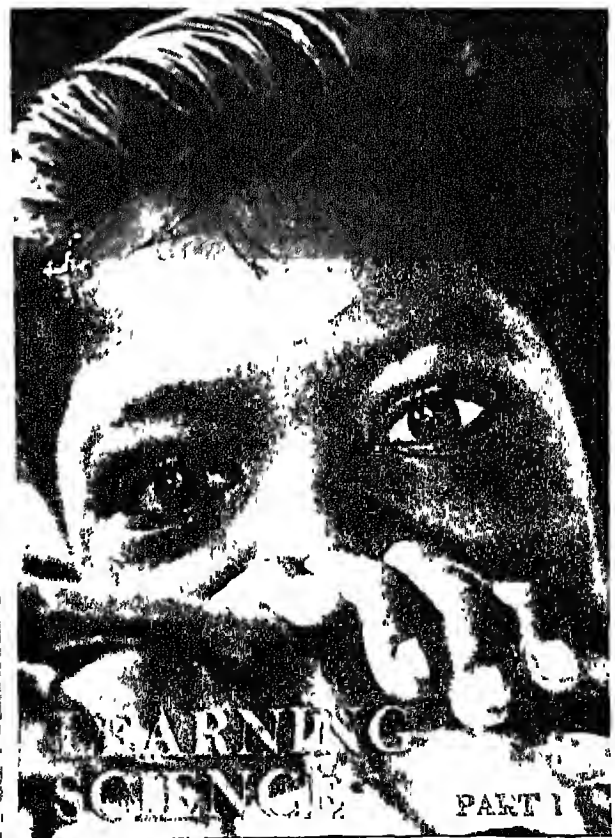
At the end of the book

Prelims and Back Pages

All relevant information has been provided in the prelims. While emphasizing the need of the book under the new pattern of education, the 'foreword' gives an idea about the scope and central theme of the book. In a subsequent page, the authors have asked their readers to write to them about their remarks on the suggested activities. The authors have separately acknowledged the contributions of experts etc., who helped in finalizing the book in various ways. The title page is relevant to the subject. A photograph⁽⁵⁶⁾ of the title page is given below which speaks about the nature of the book by depicting a student in a thoughtful mood.

III. The Challenge of Illiteracy, Especially Among the Backward Sections of the Population

The third socio-educational challenge which stared the country in the face was the mass illiteracy of the people of the country even after 25 years of freedom. The percentage of illiteracy, no doubt, went up from 16.6% in 1951 to 25.4% in 1961 and 28.6% in 1966. This illiteracy percentage further increased to about 30% in 1971. According to the



Title page of the book Learning Science

provisional figures released by census authorities for 1981, the population of India was 683810051 and the number of literates was 237991932²⁸. Thus the literacy percentage was nearly 35 in 1981. However, this increasing percentage did not show any improvement in overall situation of illiteracy in the country. The reason was that the population was also increasing side by side. The fact is that there are more illiterates in India today than they were in 1947.

The position regarding the target of 100% enrolment was also not very encouraging. The enrolment for the age group 6-11 rose from about 33% in 1946-47 to 62.4% in 1960-61 and 74.9% in 1965-66. Till today the target of 100% enrolment has not been achieved.

While this position of illiteracy was bad for the entire population of the country, this was more so in the case of weaker sections of the community, especially the Scheduled Castes and Scheduled Tribes. The literacy percentage in the case of Scheduled Castes was 14.67% in 1971 while for the general population it was about 29.45%. Similarly, the literacy percentage for the Scheduled Tribes in 1971 was only 11.30%²⁹. So it is obvious that this situation presented a great challenge before the country during this period.

To meet this challenge, a number of schemes and

²⁸ Figures given in Times of India, March 19, 1991

²⁹ Figures taken from Nautiyal K.C. and Sharma Y.D. Equalisation of Educational Opportunities for Scheduled Castes and Scheduled Tribes (New Delhi: NCERT, 1979), p.8

programmes were taken up off and on by various States after
independence. However, this problem continued. During the
seventies the Government of India undertook a national
programme of non-formal education, particularly for the
children in the age group of 9-14 of weaker sections residing
in hilly areas, tribal areas, urban slums and other
economically backward rural areas to meet this challenge
partly. The programme aims at giving useful and effective
part-time non-formal education to the children of age group
6-14 who were not attending the formal schools for different
reasons or circumstances. Another objective of this programme
was that after receiving education through non-formal
channel, these children might re-enter the main stream of
education if and when possible.

At the central level, the NCERT, after developing
guidelines for conducting the programme and developing
the syllabi, started preparing instructional material for the
children of the age group 9-14. The textbooks developed
were Primers, the contents of which included need based
information covering the literacy and numeracy aspects also.
These books were accompanied by the Teacher's Guides or
Instructional Manuals. Different kinds of Primers were

A number of programmes for educating the illiterate adults
were launched in different States. It appears that most of
them were merely half hearted attempts and as such did not
produce the expected results. In these pages, only the
programme of non-formal education for children of certain
weaker sections of the society is being discussed. The
reasons are two. Firstly, it appears to be a more well planned
scheme which promises to produce certain good results. Second-
ly, the instructional material now produced under this
scheme appears to present certain evolutionary trends in
textbooks. As such, they come within the scope of this study.

were developed for rural boys, rural girls, tribal children and urban children. The publications were developed in different languages like Hindi, Urdu, English, Assamese, Bengali, Oriya and Telugu. We give below brief description of two books developed under the National Programme of Non-formal Education. This will give us an idea about the new type of educational books. The books are (i) Samajik Badhanga (book for rural children) (ii) Upa Desh (book for tribal children).

1. Samajik Badhanga (in Hindi) (New Delhi: N.P.E., 1979)

This is an important book produced under this scheme. Certain comments on some of its academic and physical aspects are given below:

Selection of Content

The book was prepared by a team of authors comprising of subject specialists, educationists, and school teachers. This team was also assisted by an illustrator. The content of the book was selected keeping in view the objectives of the National Programme of Non-formal Education. The subject matter related to the needs, interests and aspirations of the children. The topics selected are such that they cross the boundaries of the ^{geographical} ~~political~~ divisions as the content related to the natural and social environment of different regions like hilly, tribal, coastal, desert and rural. Effort has been made to include some material relevant to boys and girls as per their different needs.

Organization and Presentation of Content

The content has been presented in such a fashion that the well known pedagogic principles (viz., from familiar to unfamiliar and from simple to complex) have been kept in view which ultimately provide help in comprehension. Moreover, while analysing, discussing and solving the problems, the subject matter does not show that it relates to only one subject. Rather it seems to be integrated whole of content drawn from Natural Sciences, Social Sciences, Language and Mathematics. In consonance with the objectives of the programme the rural social and natural environment has been made a base of the subject matter in this primer. The vocabulary, used in the book is appropriate for the age group 9-14. The sentences are simple, short and appropriate for effective communication.

Illustrations

Keeping in view the age group for which the book is meant, each topic has been illustrated with suitable coloured illustrations in almost every page of the book. Thus there are adequate and appropriate illustrations to

the text. Some illustrations have been captioned. Given below is a photograph of two mutually facing pages 20-21 of the book which provides an idea of the content, illustrations and exercises given in the book.

(57)



20

कुलवारी

आशा इनन मिम और पोछी

रा इ मि म । ओ ो व छ

राजमम म छव्हो छ
इमला इ निमली नि न ।
ओरम ओ मोको मो मो
पोछा प

आशा ने कमल से कहा आजो कमल, कुलवारी मगाए ।

आशा और कमल कुलवारी के लिए जमीन तैयार करने में लग गए । कमल ने कासड़ से जमीन खोदी । आशा कमल पर कपड़ा पानी पाली रही । पानी से जमीन कुछ नरम हो गई । अगले दिन दोनों ने मिलकर जमीन बुबारा खोदी । फिर जमीन को बराबर कर उनमें फूसों के पीछे लगा दिए ।

बस-तोसर दिन आशा पोछा का मोचनी रही । कुछ दिनों में पोछे बड़े हो गए । उनमें कलियाँ निकल आईं ।

कुलवारी में गन्ना, गुन्नाच, मुरजमुखी, कनेर के फूल खिल गए । फूसों में मांग घर मटक गया ।

कमल और आशा ने मिलकर काम मजदूरी किया ।
जैसे पूरा पोछे में इमला मटक रहा वह मांग म

को

कुलवारी मुरजमुखी मुसकान पुहमाल और शरमत मंछवाल
शाम कोन बसाल इमली इमली मिमला मिमली मोछा
अनपान बोछना ओलाव मोमात मोकी मोलह ली

पहचानो

| | | | |
|----|--------|-------|--------|
| रा | शरमत | बामिन | समजम |
| इ | इमली | इमकार | आइए |
| छ | मोछ | धमकी | छन |
| ओ | ओमम | ओलाव | ओरत |
| ो | तोमिया | मोली | पकोड़ी |

गद्य पूरे करो

मेरी बहिन का नाम तो है ।
मछनम एक बड़ा हर है ।
आओ, मरती छाओ ।
इस रत ने मेरी सब की ।
पेड़ की छाँव पर आ है ।

कताओ

1. आशा कससे पर कलसा पानी क्यों लाई ?
2. आशा और कमल ने किस-किस के पोछे लगाए ?
3. पोछों को किसने सींचा ?
4. आशा ने पोछों में हर रोज पानी क्यों नहीं दिया ?
5. पाँच फूसों के नाम बताओ ।



A glimpse of the style of content given in the book
Kun Bhi Tadhienga prepared for the education of
rural children under the scheme of non-formal education

Exercises

Adequate number of exercises have been given at the end of each lesson. The exercises supplement and complement the main text. There are variety of exercises wherein learners have been asked to learn, read, tell, write and fill-in-the-blanks. The exercises have been framed in simple and precise language although their style is little different from the exercises generally given in other books.

Prelims and Back Pages

The cover page, the inner title page and the reverse side of the inner title page give necessary information, like title, publisher, place of publication, year of publication, copyright, price. The names of the authors, illustrators and

coordinators have been suitably mentioned.

The preface gives, among other things, an idea about the scope and central theme of the book. It also explains the scheme and purpose of the book. There is no table of content.

On the last page, the national song has been given in Hindi. The cover page is relevant to the objectives and theme of the book.

The accompanying photograph of the cover page gives an idea about it.

(58)

हम भी पढ़ेंगे



5

राष्ट्रीय शिक्षा अनुसंधान और प्रशिक्षण परिषद

Title page of the same book depicting meaningful rural environment

Physical Aspects

The size of the book is 8 1/2" x 10 1/2". The type sizes used for chapter titles, sub-titles, exercises etc., are suitable for the intended age group. The spacing between the lines and paragraphs is appropriate. The shade of the paper is not so bright. However, the paper is durable enough in accordance with expected life of the book. There are 54 pages in the book and it has been stitched with wire.

2. Utho Jago (in Hindi) (New Delhi: NCERT, 1979)

The second book Utho Jago is more or less similar to the book Ham Bhi Padhenge in so far as its analysis against various criteria related

to academic and physical aspects is concerned. This book is meant for tribal children of the age group 9-14 under the scheme of non-formal education.

The accompanying photo-

(59)
graph is a photograph of the cover page. The photograph clearly shows the tribal environment.



राष्ट्रीय शैक्षिक अनुसंधान
और प्रशिक्षण परिषद्

Title page of the book Utho Jago produced by the NCERT for non-formal education of the tribal children

Illustrations and Content

In order to maintain the content, many illustrations have been given side by side. The illustrations are colourful and relevant to the theme of the lessons. Given below is a photograph of two mutually facing pages 20 and 21 giving the subject matter and illustrations of lesson No.7. The theme of the lesson and words and concepts used in the lesson pertain to day to day experience of most of the tribal children. The relevant, need based and local specific content gives pleasure to the readers and sustains their interest.



शहब का छत्ता

| धुआ | छत्ता | शहब | मोम |
|-----|-------|-----|-----|
| ध | छ | श | र |
| ... | ... | ... | ... |

| | | | | |
|-------|--------|--------|--------|--------|
| धन | धान | धाना | धूप | धारा |
| बुद्ध | बुद्धा | बुद्धा | बुद्धा | बुद्धा |
| छन | छान | छाना | छतरा | छाछ |
| शकर | शराब | शरीर | शहरा | शोशो |
| रवा | रान | रही | रेहान | रीवान |
| गोर | गोरी | गोगा | गोबर | गरीबर |

होरा ने देखा आम के पेड़ पर छत्ता लगा है। छत्ते में शहब है। होरा ने सबको बुलाया मगन यहाँ आ। मगन को बुला, रतन को बुला। आम पर शहब लगा है।

मगन ने कहा धुआँ करो मगन। धुआँ करने से मक्खियाँ चली जाती हैं। छत्ता खाली हो जाता है। कालू, तुम पाँच छह बोनो बना लो। इन बोनो में हम शहब रखेंगे।

मगन ने आगे कहा देखो, पूरे छत्ते में शहब नहीं होता। केवल आधे छत्ते में शहब होता है परन्तु तुम पूरा छत्ता लाना।

कालू मात बोनो बना लाया। गनपत पेड़ पर से शहब का छत्ता ले आया। मगन ने मावधानी से शहब निकाला। मोम दूसरे बोनो में रखा।

गनपत छत्ता बुबारा आम पर लगा आया। मगन ने सबको बराबर बराबर शहब दिया। शहब, मोम, औँवला, बहेडा लेकर सब खुशी खुशी घर चले।



IV. ~~THE CHALLENGE OF NATIONAL INTEGRATION AND NATIONALISM~~

no unequal challenge which emerged on the socio-educational front after independence was Casteism and Communalism. The society witnessed numerous caste and communal conflicts and riots after fifteens. Naturally, it was felt that education, especially textbooks, should do something in this regard. ~~The~~

The child of today is a citizen of tomorrow. His mind has to be developed through education in such a way that he looks at everything as an Indian. Therefore, any textbook which directly or indirectly contributes towards disintegration is harmful. Realizing the importance of textbooks in the national arena, the National Board of School Textbooks at its second meeting held on May 3, 1970, unanimously resolved that all textbooks prescribed or recommended for use in the schools in all the States and the Union Territories should be evaluated from the standpoint of national integration. Consequent upon this recommendation, the Government of India, Ministry of Education entrusted the work of evaluation of textbooks from the standpoint of national integration to the NCERT in the year 1970.

With the concurrence of the Government of India, the NCERT decided that only textbooks in the subjects of History, Civics, Moral Science, Social Studies, Arabic, Persian, Sanskrit, Hindi and the Regional Languages would be examined for this purpose in the first phase. As it was necessary to provide some guidelines and tools for evaluation of textbooks from the standpoint of national integration, a 'Screening Record Booklet' was prepared for

giving precise meanings of the words/ casteism, communalism and regionalism etc., along with other instructions and proforma for observations. A copy of the 'Screening Record Booklet' has been given in the appendix-X in this report. The type of subject matter which could be prejudicial to national integration was described as follows in the above mentioned booklet:

Casteism and Untouchability: We all know that caste plays a very important part in our normal life. Consequently there can be various forms of references to our caste system. In some cases, the references to the caste system may be prejudicial to national integration. To give an example, there may be a description in a book, which may refer to untouchability. The description may be derogatory to a section of the community like the backward classes, scheduled castes, or scheduled tribes. Thus, descriptions forbidding the free use of wells, temples, etc., to certain castes can be harmful to national integration. Similarly, there may be descriptions which try to associate certain offending characteristic with one or the other caste deliberately. As an example, there may be a passage saying that ordinarily people belonging to a caste 'X' are not very intelligent and are not suited for intellectual life.

Communalism and Religious Intolerance: Ours is a secular democracy where all of us are free to practice any religion we like. There may be passages in a book which attempt to denigrate people belonging to a particular religion, directly or indirectly, and incite communal or religious intolerance. Thus, there may be a passage which shows that a person belonging to one religion mistrusts another belonging to a different religion or there may be a passage which decries the common practices of any particular religious group in the country. Such passages are harmful to national integration.

Regionalism and Linguism: There may be passages in a book which preach regional loyalties and incite the students to either regional or linguistic loyalties inconsistent with the unity of the country as a whole. Such passages are also harmful from the standpoint of national integration.

It was felt necessary that evaluation of each book should be carried out by three independent evaluators in order to ensure reliability of judgement. The evaluation of textbooks procured from almost all the States and the Union Territories of the country was done by teachers and objectionable material found was scrutinized by the National Institute of Education, (NCERT) and the Regional Colleges of Education (RCET), and especially constituted committees at the State level. The objectionable books were further examined by a High Level Committee in its several meetings. In all, 2146 books were evaluated under the programme of evaluation of textbooks from the standpoint of national integration. The books containing objectionable material were categorized as follows:-

Category A - Books which should not be used in schools.

Category B - Books which should be revised as per suggestions of the Expert Committee

Category C - Books in which some indicated portion should be deleted.

The evaluation reports about the objectionable books were sent to the concerned State Governments for taking necessary follow-up action in accordance with the recommendations of the Expert Committee. The NCERT also persuaded the States to take follow-up action in this vital matter.³¹

³¹
The information has been gathered from the records and files of the erstwhile Department of Textbooks, NCERT.

Whereas in the first phase of the programme, the textbooks prescribed by the State Departments of Education/Boards of Secondary Education were evaluated, in the second phase this programme of evaluation of textbooks from the standpoint of national integration was extended to the textbooks being used in the English medium schools of the country. Under this programme, 442 textbooks in the subjects of History, Geography, Civics, Social Studies, Sanskrit, English, Hindi, Tamil, Gujarati, Oriya, Kannada, Marathi, Punjabi and Urdu were got evaluated and finally examined by an Expert Committee. The recommendations of the Expert Committee were communicated to the concerned State Education Departments and the schools.³²

The evaluation of textbooks from the standpoint of national integration done by the NCERT on such a large scale added a new dimension in the general programme of evaluation of textbooks and definitely reflected a hallmark in the evolution of textbooks. It was hoped that the State Governments would be henceforth conscious about keeping the textbooks free from the subject matter which may propagate casteism, untouchability, communalism, religious intolerance and regionalism etc.

V. The Challenge of Making the School Education More Purposeful

The fifth major challenge which was faced by the country

³² Information collected from the same source as mentioned in the footnote No. 31.

after independence in the area of school education was that the education given to the students appeared to be without much purpose. It was not serving the needs and demands of the people on the one hand and the needs of the country and the community on the other hand. It may be pointed out that right from the last quarter of nineteenth century there were demands to make school education more meaningful and need-based. A number of recommendations were made by various Commissions and Committees in this regard. However, the problem continued in the same manner. After independence also, a number of Commissions and Committees described the prevailing education as not in accordance with the needs of the community and the country. A number of times, different courses of diversified nature were introduced at the school stage by restructuring it. However, the problem and the complaint about its nature continued. In the post 1974 period, as has already been mentioned, the country under the 10+2 system of education, again tried to meet this need by introducing diversified and vocational courses. Side by side some other attempts were also started to make the curriculum and the instructional material, particularly at the primary stage, more relevant and in accordance with the needs and aspirations of the community. One major experiment in this direction was the UNESCO-UNICEF assisted project on developing and renewing primary curriculum.

UNESCO and UNICEF Assisted Projects and Textbooks

The international agencies, UNESCO and UNICEF, started collaborating with the Government of India in developing relevant

and need based curriculum² for meeting the demands of fast changing society. He will discuss here the (four following) major programmes/projects that were undertaken from the year 1964 onwards in this regard.

1. Science Education Programme
2. Primary Education Curriculum Renewal
3. Developmental Activities in Community Education and
Adult Education.
4. Comprehensive Access to Primary Education

The agreements for assistance for the programmes/projects were executed between the U.N.C.F and the Government of India. However, the projects were executed through the NCERT which is an autonomous body under the Government of India, Ministry of Education. A brief description of these programmes and projects is given below:

1. Science Education Programme

The process of upgradation of curriculum in Science and Mathematics for the Middle Classes (VI, VII and VIII) was initiated from the year 1964 when a UNESCO Planning Mission visited India and made recommendations for modification in the teaching of Science and Mathematics in the country. In pursuance of these recommendations a new curriculum in Science and Mathematics was developed and the experimental editions of the textbooks, teacher's guides and curriculum guides, prepared in collaboration with the UNESCO experts under the project, were given fair trial in some schools of Delhi. The classroom

teachers were also actively involved during the entire process right from the development of new curriculum to the try-out of the materials. By the end of sixties the material was tried out, and on the basis of results of the experiment, revised version of the textbooks and ancillary aids were prepared for wider introduction in the schools.

The 'Science Education Programme' (SEP) came into being as a result of agreement executed in 1967 between the UNESCO and UNICEF on the one hand the Government of India on the other. The programme ~~that~~³³ was originally meant for reorganization and expansion of the teaching of science at the entire school stage. Realizing that rapid developments in science and its applications in technology make considerable impact on the life of man, the SEP laid stress on scientific literacy for the people to understand properly the world they live and work in and to participate intelligently in future developments. During implementation stage the programme was restricted to primary and middle level. Later on during 1974-76, UNICEF assistance was phased out from the middle level. The new instructional material developed by the Department of Science Education, NCERT comprised of (i) syllabus (ii) General Science Teachers' Handbook of Activities (iii) Textbooks for classes III, IV and V under the title 'Science is Doing' (iv) Teacher's Guides for classes III, IV and V (v) Primary Science

Kit and the Kit Guide, (vi) A set of slides on 'Activity Learning of Science Processes' and (vii) Films. The main emphasis of this programme was on 'learning by doing' so that the student learns how and why of things by a process of experimentation and enquiry.³⁴ The new syllabi and instructional materials for the primary and middle school stages, prepared by the NCERT, were made available to the State Education Departments for adoption/adaptation, translation and subsequent use in schools.³⁵ In addition, the orientation training programmes were organized for training of teachers in the use of new and improved science curricula.³⁶

An indepth evaluation of the Science Education Programme was undertaken in four selected States (viz., Madhya Pradesh, Rajasthan, Kerala, Meghalaya) and the Union Territory of Pondicherry. The evaluation report revealed the following:

"The response to textbooks, teachers' guides, kits and Kit Manuals has been, by and large, satisfactory, though many suggestions for improvement in specific aspects has also been given. It has been suggested that the guides and kits should be made available

³⁴ Department of Education in Science and Mathematics: Report of the ~~unpublished~~ Science Education Programme in India, March 1970 - Sept. 1975.

³⁵ *Ibid* pp.1-2

³⁶ For details of Science Education Programme, please see Atrey, S.D. A Study in the Area of Adapting Science and Technology Education to Changing Society and to the Diversity of Needs (New Delhi: Department of Education in Science and Mathematics, NCERT) (unpublished).

37
in regional language*

38
as have already discussed in brief the UNESCO
assistance for development of instructional materials
in Science and Mathematics for the Middle School Classes
(Classes VI, VII and VIII). Another variant of the
instructional materials for this stage was the
instructional materials for classes V, VI and VII in
Science, developed by the 'Study Groups' set up by the
NCERT in different Universities or other institutions of
higher learning. These materials were also discipline -
based. It may be pointed out that the 'Study Group' project³⁸
launched by the NCERT as a result of the recommendations
of the Education Commission and it was not related to
UNICEF/INTEACH assisted projects. The States had option
to adopt any one of these variants or even develop their
own after adaptation of these two variants.³⁹

³⁸
Report of the Evaluation of the UNESCO-Assisted
Project in Science and Mathematics, 1971-72 (Unpublished)
p.173.

³⁸
For greater details of work done in the field of
Science and Mathematics Instructional Materials, please
refer to the Annual Report 1971-72, pp.48-49 and
the Annual Report 1972-73, pp.42-44

³⁹
Atreya B.D. A Study in the Area of Adapting Science
and Technology Education to Training Society and to the
Diversity of Goals, 22 Feb. pp.9-10

2. Primary Education Curriculum Renewal

It is the project on Primary Education Curriculum Renewal (PECR) which is more relevant to be reported in the context of the present study as this project is aimed at evolving relevant curricula and inter-alia developing need based instructional materials including textbooks of various subjects for pupils and teachers of the primary schools.

The major innovative step under the project was that a socio-economic and educational survey of the project schools and communities was conducted which formed an important basis for development of curricula. The data concerning the children, the schools, the parents and the community as a whole were collected. The information concerning children related to their number, enrolment, attendance, drop-outs, house hold background, special interests of children and extent of child labour etc. The information concerning the school included school accommodation, subjects, school timings and vacations, availability of community resources for teaching crafts, games and sports activities and festivals etc. Information on parents' education, income and their aspirations about child's future also sought from the concerned individuals. As regards the information related to the community, the data were collected on the following aspects.

- i. Occupations, handicraft and village industries.**
- ii. Work of developmental agencies and health and sanitation facilities.**
- iii. Climate and vegetation.**
- iv. Other facilities like cooperative societies, transport arrangements, financial institutions.**

v. Recreational programmes

vi. Special problems faced by the village, like diseases water shortage.

The strategy for using survey data for providing a realistic base on which the curriculum and related instructional material (textbooks, workbooks, teachers' guides and supplementary reading materials etc.,) were developed, was, in fact, a pioneering effort in the educational spectrum. The instructional materials for object schools in each State were developed with the help of panels of authors comprising of subject specialists, teacher educators and class-room teachers. The authors were provided with the survey reports of the regions which they could refer to while preparing the instructional materials. In some cases the authors commissioned for developing instructional materials were given facilities to visit area where the project was to be launched with a view to providing them a picture of environment and culture of different regions. Before their actual use, the instructional materials were evaluated against certain criteria. The textbooks, teachers' guides, workbooks and supplementary readers were developed in Languages, Mathematics and Environmental Studies. In addition, the Teachers' Handbooks were developed in Arts (Creative Expression), Health and Physical Education and Socially Useful Productive work (SUPW). It may be worthwhile to mention here a few peculiarities of some of the instructional materials developed under the

project. In Delhi, single integrated textbooks covering the subjects of Language, Mathematics and Environmental Studies, Health Education and SIPs were prepared. In Karnataka, three sets of textbooks in languages for a class were prepared. Some of the units were common to all the three books but some different units were included which were relevant to the concerned regions viz., rural, hilly and tribal and urban slums. In Maharashtra a Pupils' Health Guide⁴⁰ was published in pictorial form for the project schools.

The project schools adopted various teaching-learning strategies. The teachers had freedom to use other instructional materials in addition to the textbooks. Flexibility in school timings, time table and vacation is also a special feature of the project.

One main emphasis of this project was to provide due weight to the competencies, skills and attitudes in the instructional materials so that a child could play an effective role in adult life. Understandably the load of unnecessary information was sought to be reduced. * After a good deal of deliberations, try-out and refinement, ⁴⁰ a list of competencies in healthy living, artistic and creative expression, socially useful productive work (SIPs), environmental studies, computations (mathematics) and communication (Language) were identified. They were then reduced to the most essential ones (minimum) to be learned with mastery (learning) and grades in a sequence (continuum) =

The Minimum Learning Continuum (M.L.C.) developed under the Project, etc. has been published by the NCERT and given wide publicity. The main features of the 'Minimum Learning Continuum are:

- It is based on competencies most essential for the child as an individual and as a socially useful productive member of the society.
- It provides for relevance and flexibility as the learning episodes have to be evolved from the local and life situations; and
- It requires the gradual development of children's experiences, experimentation and critical thinking.⁴¹

During the expansion phase, the Curricula and instructional materials being developed under the project will have the following main basis.

- (i) Findings of the comprehensive socio-economic and educational survey of the schools and the communities.
- (ii) Minimum Learning Continuum
- (iii) Evaluation reports of the instructional materials developed during the first phase of the project.
- (iv) Existing curricula of the concerned State and the Union Territory.

3. Developmental Activities in Community Education and

The project on Developmental Activities in Community

⁴¹ Minimum Learning Continuum (New Delhi; NCERT, 1979). p.3

Education and Participation (DVEP) envisaged, among other things, establishment of community education centres, development of suitable instructional materials and organizations of socially useful productive work through part time education for different segments of the community in the selected villages. Under this project, self instruction materials were developed for use by community members including the instructors working in various centres. The self learning materials included such booklets as Vegetable and Fruit Preservation, Knitting, Spinning and Weaving, Cooking, Dry Cleaning, Nutrition and Health Care, Bee-Keeping, Poultry, Dairy Farming, Carpentry, Doll-making.

The projects on Primary Education Curriculum Renewal (Project-2) and Development of activities in Community Education and Participation (Project-3) provided enough scope for evolving and testing relevant and need based curricula, both for formal and non-formal education, particularly for the socio-economically disadvantaged children, as also for developing proper infrastructure in decentralized curriculum development and preparation of instructional materials in the States and the Union Territories. Encouraged by the results of the first phase of the project, the Government of India, Ministry of Education executed another agreement with the UNICEF for further assistance for five years for expansion of the projects both in the States which undertook them in the first phase as also in the remaining States and the Union Territories. The experience gained during the phase of the project will help in further clarity of ideas

for preparation of relevant and need based instructional materials. The innovative curricula and instructional materials duly tested in classroom situations for a fairly long duration would be considered by the concerned States and the Union Territories for wider introduction.

4. Comprehensive Access to Primary Education

For educating out-of-school children of the age group 9-14, another related project entitled "Comprehensive Access to Primary Education" (CAPPE) was launched in late seventies. According to the NCERT's annual Report 1979-80:

"The approach, methodology and curriculum being developed with under the CAPPE project mark a revolution from the existing system. The learning materials being developed for non-formal education are not discipline-based, but are based on real life situations which are meaningful to the learner. These materials are in the form of situations/experiences, problems and activities focussing on specific programme in the learner's environment. Basically, the project aims at the development of relevance-based learning materials in sufficient quantity and variety for the out-of-school children of the age group 9-14, developing a decentralized curriculum development on mass scale, establishment of a network of non-formal learning centres and setting up of evaluation and accreditation services for learners to encourage them to enrol in the non-formal centres.⁴²

Under this project, the Central Resource Centre, Comprehensive Access to Primary Education Group, NCERT, has started developing instructional materials in the shape of learning packages, capsules and modules. For example, under Learning Package on Setting up a Small Business, the title of Module 1-1 is Ram and Ghyas open a Tea Stall. This

of the capsules on this topic are as under:

| | |
|----------------|------------------------------|
| Capsule 1-1-1 | Opening a Tea-stall |
| Capsule 1-1-2 | Ram and Bhanu Learn to Add |
| Capsule 1-1-6 | Calculating Profit and Loss |
| Capsule 1-1-7 | Getting a Loan from the Bank |
| Capsule 1-1-8 | Preparation of Tea |
| Capsule 1-1-11 | Expansion of Tea Stall |

A total of 2662 draft learning capsules were developed by the end of the year 1972-80 in various States and Union Territories. As these instructional materials cannot be categorised strictly as textbooks for formal system of school education so further details of these materials are not being given.

As has been pointed out earlier, the project on Primary Education Curriculum Renewal (PECR-Project 2) is the most important project from the point of view of the present study. So we are giving below with the help of some description of the textbook for class IV, a glimpse of the mode in which the State Institute of Education, Delhi has tried to develop instructional material under the UNICEF aided project on Primary Education Curriculum Renewal Project.

Meri Pothkhana, Part I (Hindi): (Delhi: State Institute of Education Direct State of Education, 1979).

Selection of Content:

This textbook for class IV was prepared under a broad programme aimed at developing integrated syllabi, instructional materials and teaching methods for primary classes, with a view to reducing the work load of students and making it

interaction for them, the authors of the book made efforts to provide desired knowledge of Language, Mathematics, Social Studies, Science and Art in an integrated manner.

The environment of children has been kept as a focal point in the selection and presentation of content. Keeping in view the objectives, the content has been drawn from various disciplines. While viewing the table of content, one may feel that it is book of Language and Social Studies but a glance through the actual content pages reveals that efforts have been made to provide information related to various disciplines including Mathematics, Science and Art.

Presentation Content

If one views it in a traditional way, one may doubt the suitability or meaningfulness of chapter headings which do not give idea that Mathematics

(61)

could also be included in the chapter. However, the photograph of pages 70 and 71 does not show that the authors have included any information in the same section. In fact, the book failed to provide knowledge of various disciplines in an integrated manner for a particular class.

(51)

महाराज साहब जी को आज्ञा है कि वे अपने कर्मों में जो भी सुख है उसे अपने कर्मों में ही खोजें।
महाराज साहब जी को आज्ञा है कि वे अपने कर्मों में ही सुख खोजें।

[illegible]

प्राग्वह्य और गुप्तत्व के अभाव में संसदीय और लोक अधिक होना है ।
 तथा गणेश, चारुचरण भक्तिके और अर्थ के अभाव में नष्ट होना है ।

राजस्थान और महान प्रदेश में प्रचलित लोक-गीतों का संग्रह है : दुसरा भाग।
 तबल और भूमि प्रसार वाद्ययंत्र : मराठी गीतों के विषय संकलन है।

१. सिद्धो और समझो—

प्रति, साष्ट-परायं निर्भर १०११ प्रकल्पित प्रकल्पन प्रज्ञा, आश्रयनी,
साष्टपराय, प्रकल्पन, आश्रयनी निर्भरनाष्ट प्रकल्पन, प्रकल्पित, प्रकल्पनीय
प्रकल्पित.

मो जानो

एक निश्चयन कार्य है। मैंने केवल यह यदि मनुष्या की मदद करे हामी, तो सबसे अधिक उपयोग।

हरण—(क) यदि 5 मजदूर सड़क का एक भाग 6 दिनों में बनाने हैं तो श्रमियों को एक मजदूर उभरी सड़क को कितने दिनों में पूरा करेगा !

-5 मजदूर सड़क बनाये 6 दिन में

1 मजदूर उम्मी सङ्घ को बनाया 6 . 5 दिन मे
30 दिनों मे

प्रत्येक एक मनुष्य एक मनुष्य ही दिवस दिन म मनेका मने अमी म म मने,

(1) ५ म३५१ १५ दि० म.

(३३) १ मज्झिम ५० विन भे.

(ग) ५ मजदूर २५ दिन म काटो ३ ।

निष्पत्ति: एक निश्चित नाम व रने के लिए मनुष्या की मरणा अनित्य होमी,
तो समय कम लगता ।

जवाहरराज (पुत्र) यदि 1 मजदूर एक मंन को 20 दिन में काटता है तो 4 मजदूर उम्मी
मंन को काटने में कितने दिन लगायेंगे।

कुल 1 मजदूर मैन को बाइना है 20 दिन में.

५ मल्लद्वय उमी गेन को सटंग - 20 - ५

5 दिन में.

प्रश्न यदि 1 मजदूर किसी काम को 45 दिन में पूरा कर सकता है, तो 3 मजदूरों को,

(क) 3 मंत्रद्वय कितने दिनों में करेंगे ?

(ख) 5 मजदूर मिलाने दिनों में करेंगे ?

(ग) 9 मजदूर निगमन दिनां से करेंगे ?

किमी निश्चय काग को पूरा करने के लिए यदि मनुष्यों को सध्या ज्ञान हो, तो मनुष्यों की सध्या बदलने पर उस काग को कितने समय में पूरा किया जा सकेगा।

गह्र जानने के लिए—

(क) एक मजदूर द्वारा लिया गया समय ज्ञात करो ।

नियम । धर्म

(ख) फिर दिए हुए मजदूरी द्वारा लिया गया काम

何明軒、王 凱

नियम-3.

Each chapter starts with description of the given topic and initially it appears to the reader the topic perhaps deals with only one discipline say, the Social Studies or Science. After description of the main theme, the student is asked to 'read', 'explore' and 'understand' a few words and concepts. While there is very little content on mathematics integrated in the body of description, considerable content, related to this discipline, has been¹⁶ given for the children of the class. In some instances, effort has been made to include such topics and exercises in Mathematics as have some relevance with the theme of the book.

Illustrations

The book contains some illustrations which form an integral part of the text. The illustrations pertain to various disciplines.

Exercises and Assignments

Just after discussing the subject matter in each chapter, exercises have been given. The exercises are in the form of a variety of questions in different disciplines which, among other things, can help in recapitulating the main text. Some assignments have also been given in different chapters under the title 'Development of abilities.' Besides, some 'additional questions' related generally to Mathematics have been added in different chapters.

Prelims and Back pages

The prelims contain all usual information like title

of the book, publisher, edition, year of publication, the project under which the book has been prepared. The names of persons in the capacity of authors, evaluation committees, editors, illustrators and the project team have also been mentioned. It is, however, unusual that the names of the authors have been mentioned on the inner side of the book cover page which is not a normal practice. The preface briefly mentions, among other things, the aim of the book. The answers to the Mathematical problems included in various chapters have been given in the end.

Physical Aspects

The book has been published with financial assistance from the U. I. A through the UNICEF. The paper of the book was also supplied by the UNICEF. It may be mentioned that under the scheme, the books in the project schools are supplied free to the students.

The instructional materials produced under the UNICEF aided projects on primary education Curriculum Renewal Reform and Developmental Activities in Community Education and Participation, both for formal and non-formal education, are still in the process of being evaluated rationally and empirically. As such comments about the suitability or otherwise of the material and different approaches adopted in the project in various States are not being given. A reference to the above mentioned book Meri Pathanala has been made with a view to avoiding any significant

gap in the study.

Concluding Remarks

It is obvious on the basis of the study of this chapter that not only the socio-educational challenges were clear to the educational planners and administrators but also the various weaknesses and limitations in the system of education in general and in textbooks in particular. These facts were brought to the notice of the people again and again by the reports of various commissions and committees set up after independence. It is also clear that adequate responses to these challenges and weaknesses also began to emerge. The ~~Ministry~~ organizations like NCERT at the Central level and the Education Departments and various textbook agencies at the State level played significant role in meeting these challenges. The UNICEF/UNESCO aided projects were contributing their own ^{mite} ~~share~~ in meeting these challenges at the central and the state levels.

CHAPTER - X

SUMMARY OF FINDINGS AND CONCLUSIONS

We have given certain concluding remarks at the end of almost each chapter. Those remarks, in a way, represent a brief summary of the various issues and findings of the concerned chapter vis-a-vis the evolution of textbook. In this chapter, we intend to give a brief summary of the findings and conclusions of the whole theses.

From the study of the chapter on Brahmanic period, it appears that during the earliest period, the art of writing had not developed properly. Although there is an evidence of high illumination among the saints and seers of the period and also that they composed hymns and shalokas of very high quality, yet there is no direct evidence to show that the art of writing had developed. These shalokas and hymns were communicated to the coming generations through the word of the mouth and were not translated into books.

After a few centuries, one finds that certain books and treatises came into existence. Since there were no printing presses and no paper, these books and treatises were hand-written. They were generally written on bhoj-patras and other material.

During the ancient period, there was no concept of curriculum and syllabus on the modern lines. Similarly, as the textbook was not available, the concept of textbook

could also not develop properly in the same ways as it exists today. Even so, it can be stated that as some kind of educational system did exist, the concept of curriculum and syllabus also existed though in a primitive form. Further, the education was generally given in ashrams which were extensive. As such, the syllabi also differed from ashram to ashram.

It was during the late Vedic period (around 400 B.C. - 200 B.C., during the times of Mahu and Chanakya) that certain books which could be described as textbooks, saw the light of day. It was during this time that certain clear cut principles and procedures of textbook writing were developed. Some principles were also used as criteria for evaluating the merit of the book so that it could be prescribed in the educational institutions of those days. However, during this time even, the textbook could not be produced on large scale due to the non-existence of paper and techniques of printing. Thus a textbook could not become the personal property of each student and could not play the same effective role in teaching-learning process as it plays today.

After the study of the chapter on the Buddhist period, it is obvious that, unlike Brahmanic period, more and more

There was no definite cateline when the Vedic period ended and the Buddhist period started. It is believed that the early Vedic period was upto 1000 B.C. and the later Vedic period was from 1000 B.C. to 200 B.C. It was after this that the Buddhist period started. The Vedic teachings, however, continued during the Buddhist period also in one form or the other.

books came to be used in the monast^eries and viharas. While these books, by and large, were used by the teachers, they were available to the students also for reference. During this period the concept of curriculum, syllabus and textbooks had evolved further and the principles and procedures of writing the textbooks got further clarified.

Both during the Brahmanic period and the Buddhist period, the textbook was performing a three-fold role in the context of chan^ging society. The first role was to conserve the knowledge which accrued from the experiences and findings of great saints and other people in different branches of learning. The second role was to transmit this knowledge to the succeeding generations. The third role was to propagate dharma and thus stabilise the society.

From a study of the chapter on the Medieval period, it is concluded that initially the books which were used in Madrasahs and Maktabs were generally hand-written. As there were no printing presses, the books could not be produced on a large scale although the art of writing had developed considerably. However, during the later period, Persian books came out in good number because a system of printing had developed. Thus, textbook assumed a bigger role in the teaching-learning process during this period.

A study of this chapter also shows that while many subjects of secular character were taught to the students

stress was generally laid on religious teachings. No wonder, the selection of content in many textbooks on secular subjects even was from religious point of view.

A study of some of the books of this period makes it clear that the organisation aspect of the content left much to be desired. For example, the table of content and the first chapter were often given on the same page in some of the books of this period. Again a new chapter started from the page where the old chapter ended. Similarly sections, sub-sections and paragraphs were also not very clearly pin-pointed.

From the same chapter, one is also drawn to a conclusion that the textbooks in the Medieval period were comparatively poorer in their physical aspects - printing, binding, paper etc. Even the margins on the top, bottom, left and right of the printed page ^{was} not found to be uniform and appropriate. From all accounts it appears that the techniques of production were crude.

During this period another interesting thing which emerged in relation to books was the concept of copyright. It is obvious from the study of the chapter on the Medieval period that the author of a book enjoyed the copy-right of his work and if somebody else wanted to publish that work, he had to take the necessary permission of the author for it.

From a study of the chapters on the British period, there are certain conclusions which look very obvious. It can be stated that the textbook attained its full stature in the context of teaching-learning process during this

position. The role and position of the textbook during the British period began to be almost equal to that of the teacher who had hitherto-for dominated the teaching-learning process.

From the chapter on the early British period it is obvious that there were three types of schools viz.,

(i) Sanskrit schools, (ii) the Persian and the Arabic schools and (iii) the Elementary Vernacular Schools. In Sanskrit schools, the subjects of literature, law, philosophy and religion of Hindus were taught through the medium of Sanskrit. The teacher used to teach his pupils either orally or with the help of hand-written manuscripts. The Persian and Arabic schools which were attended largely by children of Muslims, also used manuscripts for teaching, as printed books were not available. In the elementary vernacular schools also the teachers used to teach either orally or with the help of handwritten manuscripts.

From the same chapter, it is also obvious that during the early period of British rule some early British settlers established their own schools for their children. The printing press had already developed in Britain and it was publishing some textbooks also. These early British settlers used some of these textbooks in their schools. The Christian missionaries, who came to India and started taking interest in the education of Indians generally for converting Indians to Christianity,

also used certain printed textbooks. The credit for establishing early printing presses in India ^{and} bring^{ing} out printed textbooks also ~~goes~~ to the missionaries.

A look at the earlier printed textbooks shows undoubtedly that the physical aspects of them were considerably inferior to those currently available now. Even the selection of content was heavily conditioned by the religious outlook. The selection and organization of content were not to be criticized. However, with the passage of time these aspects kept on improving due to competition among publishers or authors on the one hand and development of new techniques of printing on the other.

As the British people in India required political and administrative acclivity they thought of giving some kind of education to the Indians. Their interest in education and establishment of certain educational institutions during the eighteenth and nineteenth century gave a big fillip to the production of textbooks. This became possible because by that time the printing press in India had also developed considerably. However, it may be mentioned that after the advent of printing press in India ~~much~~ even, the growth of printing of textbooks remained slow in the early stages. One reason for slowness was the ~~habit~~ practice of

employing calligraphists to write books. People did not want that the reputation and livelihood of the calligraphists should diminish. Moreover, there was a general psychological resistance to accepting anything

now including the printing presses. As such, many learned Indians also opposed the use of printed textbooks in the beginning. But this resistance soon gave way and books began to be printed freely.

In the nineteenth century, especially in its first half, certain societies concerned with education played prominent role in bringing out textbooks for school children. The names of the Calcutta School Book Society and the Bombay Native Education Society can be specifically mentioned in this regard.

Once the textbooks began to ^{be} used freely in the newly started schools after the Woods Despatch, they caught the imagination of the pupils very soon and became popular with them. They also brought radical changes in the methodology of teaching and also enlarged the scope of subjects taught. With the introduction of school textbooks on large scale, the system of teaching by arranging pupils in the class with reference to similarity of ability or proficiencies also developed. Thus, the use of printed textbooks helped in evolving a system of education which proved useful in ~~evolving a system of education which proved useful in~~ educating large number of students in a short time. This helped in crystallising the emergence of a formal system of education on a more sound footing in the country.

The British administrators were quick to identify the potential in textbooks for spreading knowledge in

various disciplines. They also recognized that a textbook and a printing press could have a great advantage in spreading some of their ideas and strengthening their political interest in India. Consequently, in some subjects, especially in social sciences and English language, some textbooks were written and prescribed for the whole country. These textbooks generally contained such subject matter which induced new ideas of loyalty towards the British Government. The Director of Public Instruction in each Province kept strict control over the production and distribution of such school textbooks. Secondly, some textbooks of British authors which could serve a similar purpose of the British in India were taken from British educational system and prescribed in India. Thus, it can be stated as one of the conclusion that the textbook in the British period was used from time to time as an instrument of implanting foreign ideas in the Indian mind in order to strengthen the British rule on the one hand and weaken^m Indian cultural tradition on the other.

A related conclusion is that while from 1854-1904 the subject matter in textbooks, especially in Social Science and English, had a definite slant in favour of all that was British, it began to present ideas of Indian culture and nationalism quite positively during the period 1903-1947. This was mostly the result of Swadeshi movement of 1906, non-cooperation movement of 1920-21 and the work of certain socio-religious organizations like Arya Samaj etc. It will be interesting to point out that during the non-

movement, co-operation even Mahatma Gandhi wrote a textbook for primary class. During the same period, the development in industrial and agricultural fields, changes in the social and cultural ideas, and the rise of professional and middle classes also influenced the style and content of school textbooks considerably. It will be interesting to point it out further that while most of the textbooks prescribed^{earlier} in schools were the British textbooks or their translated versions, the textbooks used in schools during 1903-1947 were written by Indian authors generally from Indian point of view.

It was during British period that most of the infra-structure for selection, prescription and improvement of textbooks developed. The textbook Committees originated during this period. These committees performed numerous functions related to textbook programmes such as inviting manuscripts or books, evaluating them, approving or prescribing them and undertaking their further improvement.

It was again during this period that proper procedures of evaluation of textbooks for their improvement were developed. It can be said on the basis of the study that the criteria for evaluation of textbooks for purpose of selection, prescription and improvement developed during this period were^{or} well more^{or} less comparable to the one which exist today.

The question of approving one particular textbook only in each subject in each class vis-a-vis the approval of a set of textbooks received the attention of the Education Departments of various Provinces of British India. It was observed that the practice of approving single textbook in a subject in each class resulted in encouraging monopolies and as such it was decided

to give some latitude to the teachers in the choice of textbooks. Therefore, the Education Departments began to prescribe a few textbooks on each subject for each class.

There are certain conclusion which are based on the study of the chapters on post-independence period. The first conclusion is about the nationalization of textbooks. It is obvious that due to further extension of mass education and certain mal-practices such as profiteering by private publishers etc., nationalization of school textbooks was resorted to in a big way. The Central Government provided encouraging lead to the States in this whole programme of textbook nationalization. The following main facts and trends emerged in the field of school textbooks.

- (i) Each State adopted its own policy in the nationalization of school textbooks. Production and distribution of school textbooks.
- (ii) Most of the States initiated the process of nationalization of school textbooks in a phased manner. The first nationalization of school textbooks was initiated by Uttar Pradesh in the year 1941-42. By the end of the year 1970-71, all the States, except Jammu and Kashmir, initiated the program of nationalization of school textbooks. Of the nine Union Territories, only the National Capital Territory viz., Delhi, had initiated its textbooks upto the secondary stage. The other Union Territories generally prescribed the textbooks of their neighbouring States.
- (iii) Some States had nationalized the textbooks of entire schools stage. The other States were at various stages of nationalization of their textbooks.
- (iv) Since independence the number of nationalized textbooks in India was continuously increasing. In the year 1969-70, it was found that out of over 12000 textbooks being used in schools only about 1000 textbooks were nationalized. In 1970-71, the number of nationalized textbooks rose to 4125. This included 2027 translated versions of textbooks.

- (vi) The extent of state control of textbooks differed from state to state. Some states exercised complete control on preparation of syllabus, preparation of manuscripts, or illustration, production, pricing and distribution of school textbooks. In other states, some of these aspects are assigned to private agencies under the overall control of the State Education Department. The programme of state production of textbooks is so massive that in some states printing presses were set up exclusively for printing of nationalized textbooks.

During the entire Modern Period, especially the post-independence period, the following main trends, practices and procedures followed in planning and development textbooks became firmly established:

- (i) What is the clientele of the textbook? How many copies of the textbook in a particular class would be required. This determines the mode of printing and the nature of art work for illustrations.
- (ii) Whether the textbook should be got written by single author or a panel of authors is to be engaged for this purpose. The author decides in advance the important sources of information to be consulted. He selects the material and reviews the available latest material of the particular class with a view to identifying their strengths and weaknesses. He makes efforts to ensure that the weaknesses of earlier books are not repeated in the book to be developed.
- (iii) The content outline suggested in the syllabus is carefully broken up and planned in terms of sections and chapters. The content outlines are followed accordingly. The chapter outlines are discussed with a selected group of subject experts, pedagogists, psychologists and experienced teachers. Finalization of the chapter outlines makes the work of the author easy.
- (iv) The nature and variety of illustrations are predetermined. Similarly the nature of the review exercises, their number and their placement are also decided in advance.

- (v) The publisher and author estimates in advance the size and design of the textbook and the number of copies to be published.

It was again during the British and post-independence period that proper criteria for the evaluation of both academic and physical aspects of a textbook were developed. Under the academic aspects, the detailed criteria for evaluation were developed for the following sub-aspects: selection of content, organization and presentation of content, illustrations, exercises, language and preface and back pages. Similarly under the physical aspects the detailed criteria were developed in such sub-aspects as lay out and get up, type sizes, outer and inner title page, quality of paper and binding. These criteria and the process of evaluation of textbooks against them ^{went} a long way in the all round development of a textbook in the modern period.

In the ancient, medieval and even the late British period it was often some practising teacher of a particular subject and class who generally used to be the only author of a particular textbook of that subject and class. This had its own advantages. The major advantage was that the book was written on the basis of practical experience of the teacher and thus it used to be in accordance with the learning standards of students. Moreover, as it used to be only one individual who was responsible for the entire book, there used to be less possibility of errors in the text. The modern method of generally getting a book prepared through a panel of authors, no doubt, had a great advantage of

raising the all round standard of the textbook. However, occasionally the material included in the textbook has proved to be above the learning standards of the students. Moreover, because of divided responsibility there has always been the possibility of more errors in the textbooks.

The study establishes a very interesting and meaningful conclusion for the post independence period. These were certain socio-educational challenges which were to be met by textbooks in a large measure. The challenges were as follows:

- (i) Great demand for education and its extreme expansion requiring a large number of textbooks.
- (ii) deteriorating quality of secondary education.
- (iii) Problem of mass illiteracy especially among the weaker sections of the society.
- (iv) Caste and communal turmoil and divisive tendencies in the country.
- (v) Problem of making education more successful and need based.

These challenges were being met by the following major responses:

- (i) The first challenge of extreme expansion in education and the increasing demand for textbooks both at the primary and secondary level was being adequately responded to by progressive nationalization of textbooks in various states of the Country.
- (ii) The second challenge of deteriorating quality of secondary education was being met by producing new textbooks for the 10+2 pattern of education. The NCERT was doing commendable work in providing a lead in this direction.
- (iii) The third challenge of mass illiteracy

was being responded to by a number of programmes of non-formal education especially for the children of weaker sections of the community. These programmes mostly catered to the needs of the children of age group 9-16. Besides the major work done by various States in this area, the NCERT through various State level Centres and of non-formal education was also doing considerable work.

- (iv) The fourth challenge of caste and communal turmoil and divisive tendencies in the country was also being responded to partly by education through the improvement of textbooks. In this connection, the NCERT organized programmes of evaluation in various subjects from the point of view of national integration. According to the evaluative reports, if the books the matter of the books was improved, modified or deleted.
- (v) The fifth challenge of making education more purposeful and need based was being met by various central and State level programmes. The U.M.E.S.T.P. assisted programme like (i) Science Education Programme (ii) Primary Education Curriculum Renewal (iii) Developmental activities in Community Education and Participation and (iv) Comprehensive Access to Primary Education, were contributing a good deal in this area.

The overall study of the thesis gives a clear impression that a distinct evolution and improvement in a textbook has taken place in the following respects mostly.

- (i) Physical features of the book like printing, cover design, stitching and binding and general get up of thebook.
- (ii) Printing and production of illustrations.
- (iii) Inclusion of a variety of exercises
- (iv) Organization of material into chapters, sections, sub-sections and paragraphs etc.
- (v) Selection of language

(v) Table of content

However, it appears that there was not very perceptible improvement over the year in the following respects:

- (i) Language
- (ii) quality of preface writing
- (iii) quality of introduction given in a book.

As far as the major aspect of selection of content is concerned, there was a distinct improvement in its procedure. The sources from which the content was drawn also became varied, vast and more up-to-date. However, it may be pointed out in this regard that the form of content underwent a significant change during the period under study. During the Ancient, the Buddhist and even the Medieval period, the content of the textbooks was religious in nature although secular subjects were not neglected. The religious nature of the content was not only reflected in textbooks of languages and social sciences but also in such subjects as law and medicine. This religious nature of the content in most of the textbooks started undergoing a sea change right from the early British period onwards. The religious content was increasingly substituted by the content of more secular and non-religious character. The position in the textbooks of post independence period, especially the post 1975 period, was that there was comparatively very little material in the textbooks even of social sciences and languages which appeared to have classical religious undertones.

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1917-22, (Calcutta: Govt. Printing, 1923).

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1922-27, (Calcutta: Govt. Printing, 1928).

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1927-32, (Calcutta: Govt. Printing, 1934).

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1932-37, (Simla: Supt. Government Printing).

Review (Quinquennial) Progress of Education in India, Vol. I,
1937-42, (Simla: Supt. Government Printing).

Review (Quinquennial) Progress of Education in India, Vol. I,
1942-47, (Simla: Supt. Government Printing).

Review (Quinquennial) Progress of Education in India, Vol. I,
1947-52, (Simla: Supt. Government Printing).

Review (Quinquennial) Progress of Education in India, Vol. I,
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1957-62, (Simla: Supt. Government Printing).

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1962-67, (Simla: Supt. Government Printing).

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1972-77, (Simla: Supt. Government Printing).

APPENDICES

APPENDIX-I

As has been stated in the body of the text of Chapter II, we could not locate any old manuscript or textbooks which were used in the Archaic period or the Buddhist period. However, we were able to consult a number of manuscripts in the Government Oriental Manuscript Library, Madras - 5, which, it is presumed, were the copies of original manuscripts of textbooks. We were told by the Pandits of the library that whenever an old manuscript was about to get perished, an almost similar manuscript was prepared for preserving it for future generations. Thus, it can be assumed that these manuscripts, more or less, resembled the original manuscripts. However, it is difficult to state as to how old these copies were and which attempt of copying did they represent. The Pandits of the Library could not throw any light on these issues.

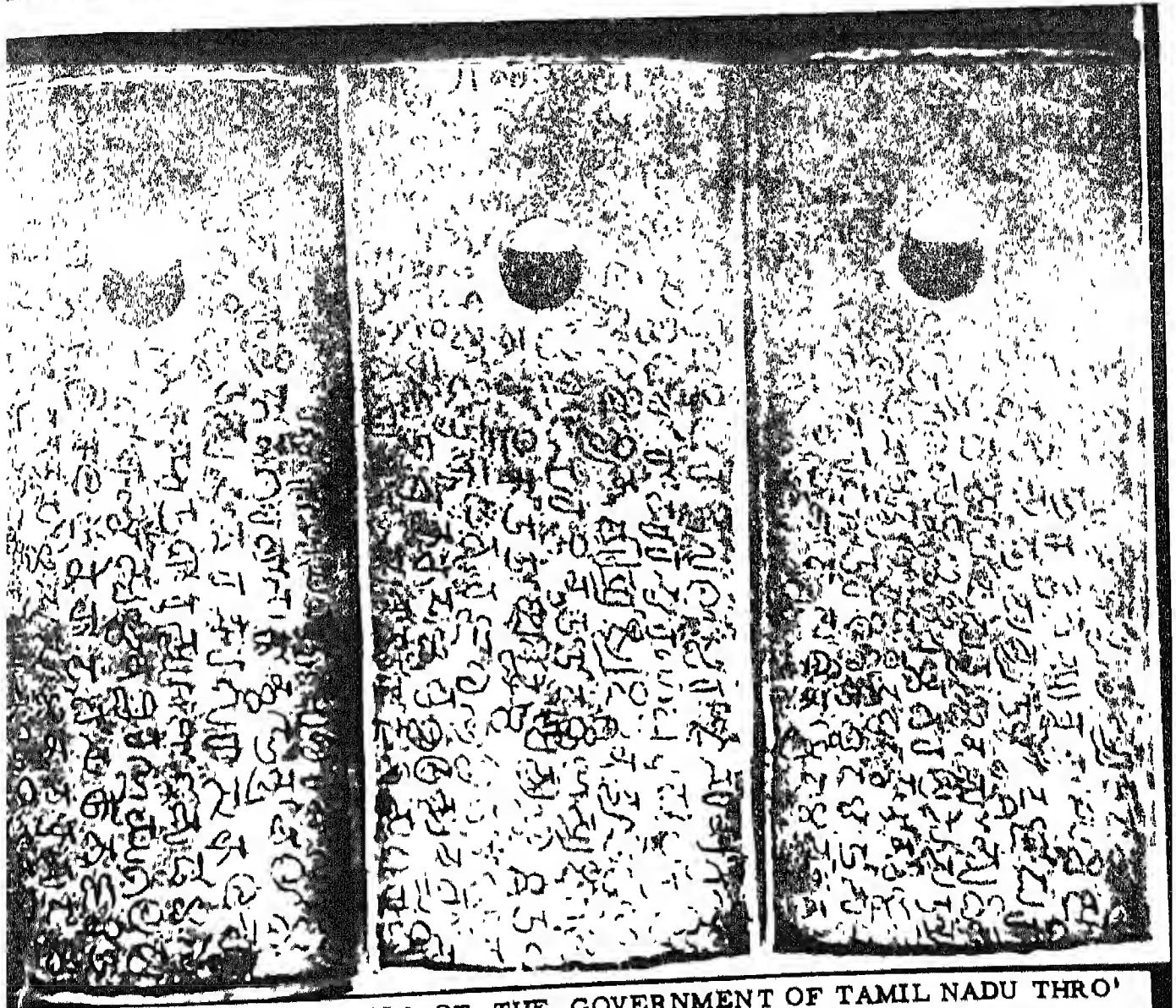
The Manuscripts were written on a variety of material and in various script. Some of the materials included tamrapatras, palm leaves, barks of the bhurja tree, bamboo strips, leather, kadidam and paper.

Tamrapatra

One of the earliest writings, it is believed, was done on Tamrapatras. Copper plates were taken and words were engraved on these plates. While this writing had the advantage of lasting very long, there was one disadvantage also. These plates were quite heavy containing a very little

subject matter. A specimen of writing on Tamrapatra is given below:

(62)



BY THE COURTESY OF THE GOVERNMENT OF TAMIL NADU THRO'
THE CURATOR, GOVERNMENT ORIENTAL MANUSCRIPTS LIBRARY, MADRAS.

Copper plate grant made by Yuvrajya Rajendra
of Atti Varma belonging to the Kalinga Ganga Dynasty.

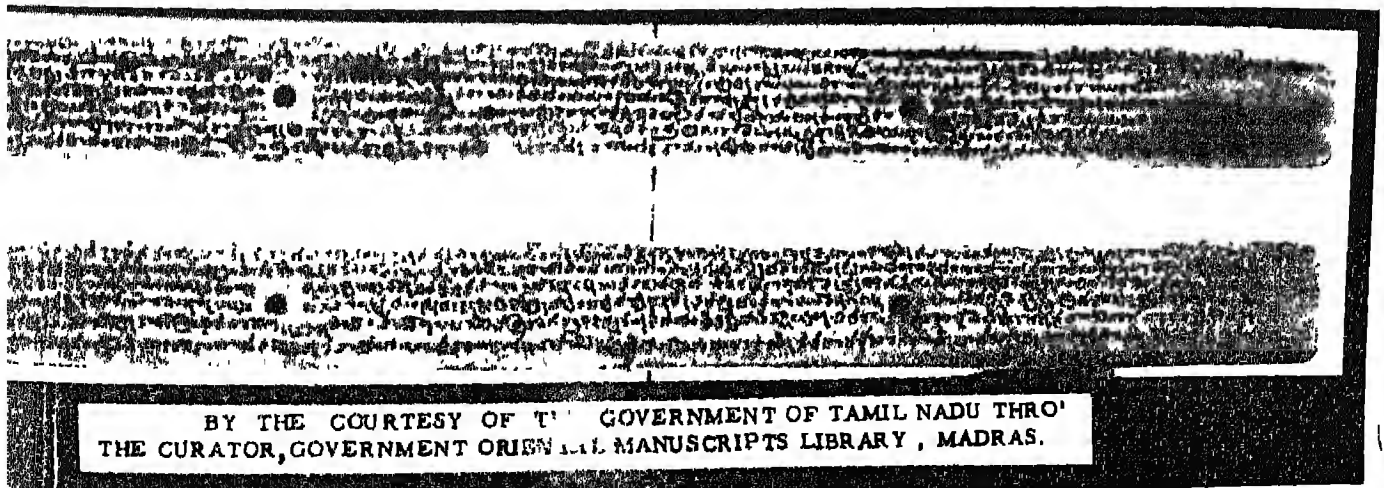
Palm Leaf Manuscripts

The palm - leaf manuscripts were written on thin sheet of

leaves which were generally 1 1/4 inch wide and 1 1/2 feet long. However, in certain other cases the leaves were still smaller. The size could be as small as 3/4 inch x 3 inches. Each page carried about 7-8 lines of finely written words. These pages were tied together by making holes in them at two particular points and passing a thin cord through them. On both the sides two wooden strips of the size which was a little larger than the size of the page were put and all the pages could come between them and tied together with thin cord. Below we are giving specimen of three palm - leaf writings.

(63)
Specimen - 11 The photograph given below is a photo of two pages (10 and 11) from a book whose description is given below the photograph.

***** (63) *****



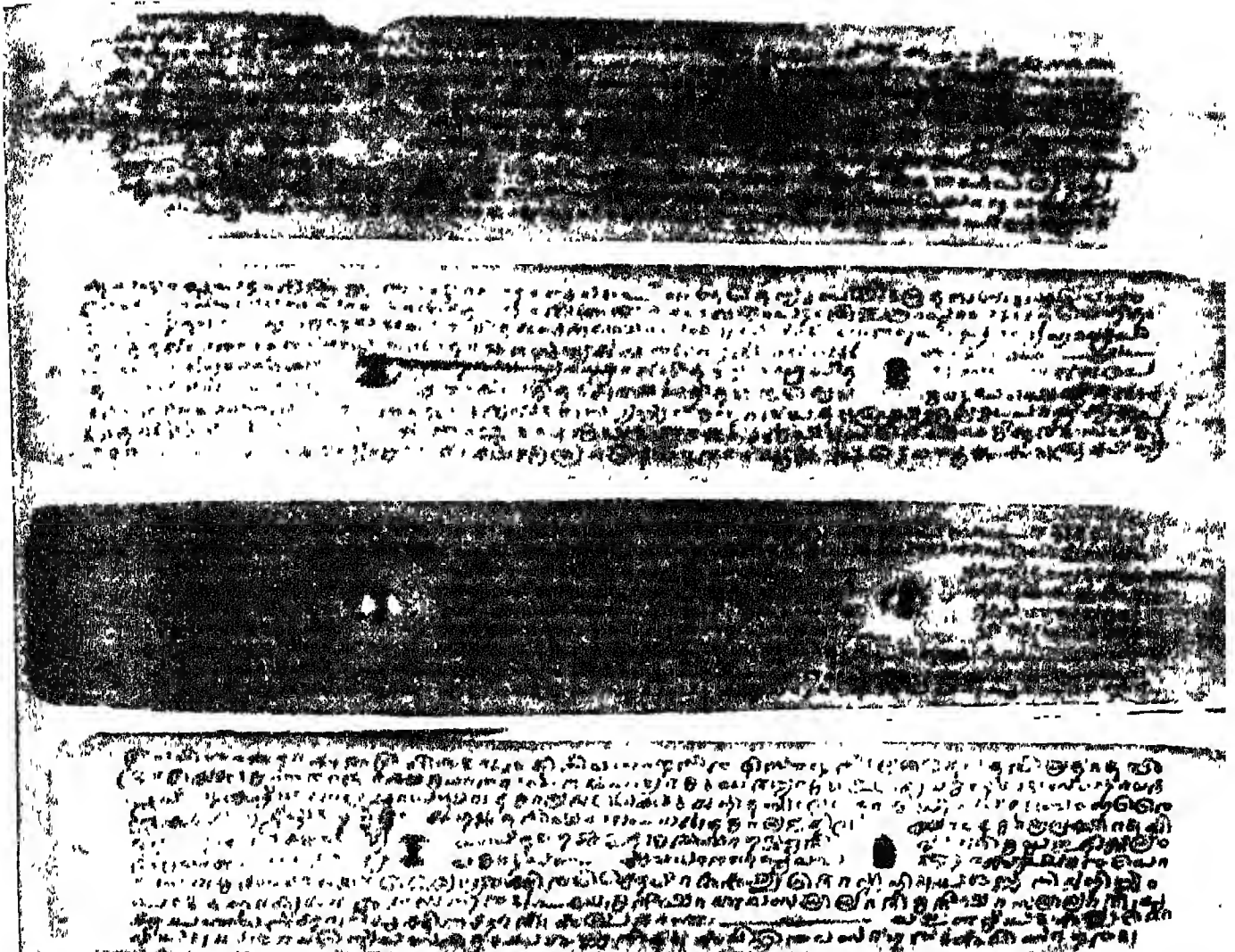
Title of the book - ^u Ayurvedartna Sarasya
Script - ^{of} Telugu (Incomplete manuscript)

The work purports to give the essence of what is found in Ayurveda regarding the symptoms, the diagnosis and the

treatment of diseases etc.

Specimen - 13 This is a photo copy of four pages from a
book whose description is given below the photograph. (64)

(64)



BY THE COURTESY OF THE GOVERNMENT OF TAMIL NADU THRO'
THE CURATOR, GOVERNMENT ORIENTAL MANUSCRIPTS LIBRARY, MADRAS.

Title of the book

- Samasakusumavali

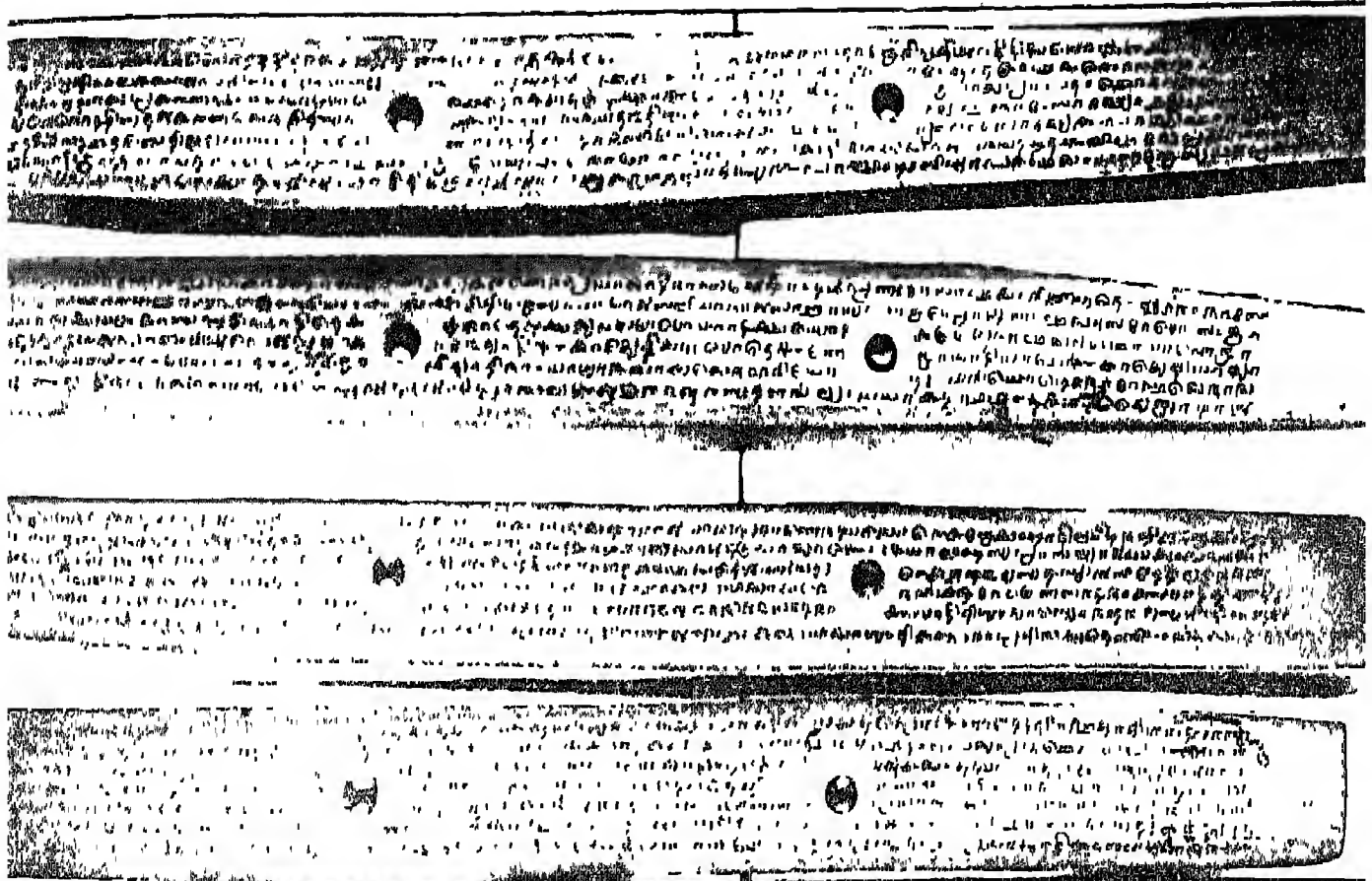
Script

- Telugu (Complete work)

This is an elementary explanatory treatise on
Sanskrit compounds as dealt with by Panini. The author of the
work is Sarvamangala of Madhyamandira family.

Specimen - III : The photograph given below is a photo copy
of four pages from a book whose description is given below
the photograph. (65)

(65)



BY THE COURTESY OF THE GOVERNMENT OF TAMIL NADU THRO'
THE CURATOR, GOVERNMENT ORIENTAL MANUSCRIPTS LIBRARY, MADRAS.

Title of the book - Mimamsa Paribhasa
Script - Telugu

This is a short introductory treatise on the
technology of the Mimamsa.

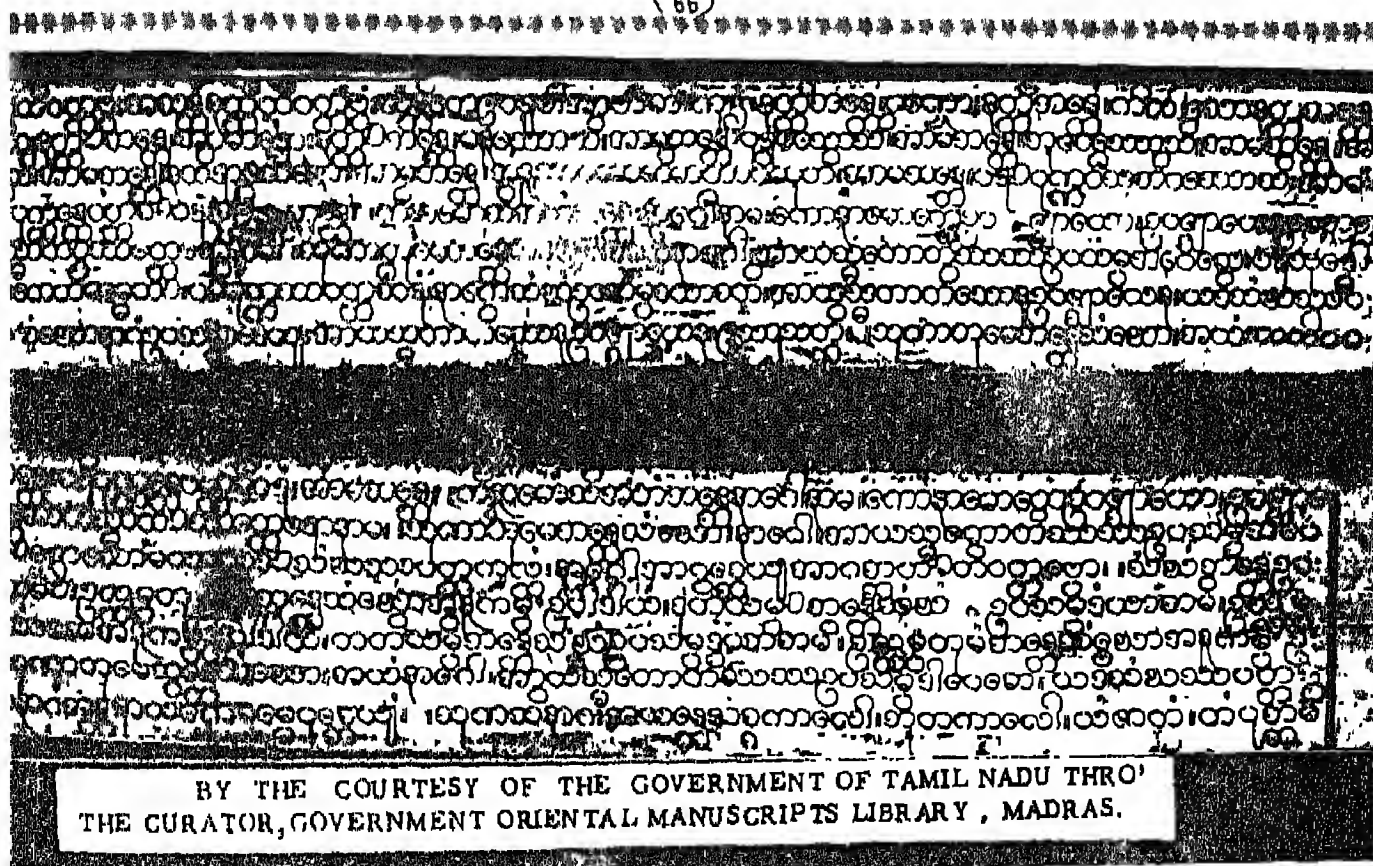
Writings on Barks of Bhurja Tree

Some works were written on the barks (chhaal) of bhurja trees. These were quite durable and the manuscripts could last for a long time.

(66)

Given below is the specimen of two pages of handwritten manuscript on barks of bhurja tree.

(66)



Title of the manuscript

- Kammava: Ca

Script

- Pali

This is a Pali manuscript in Tamarind seed script -

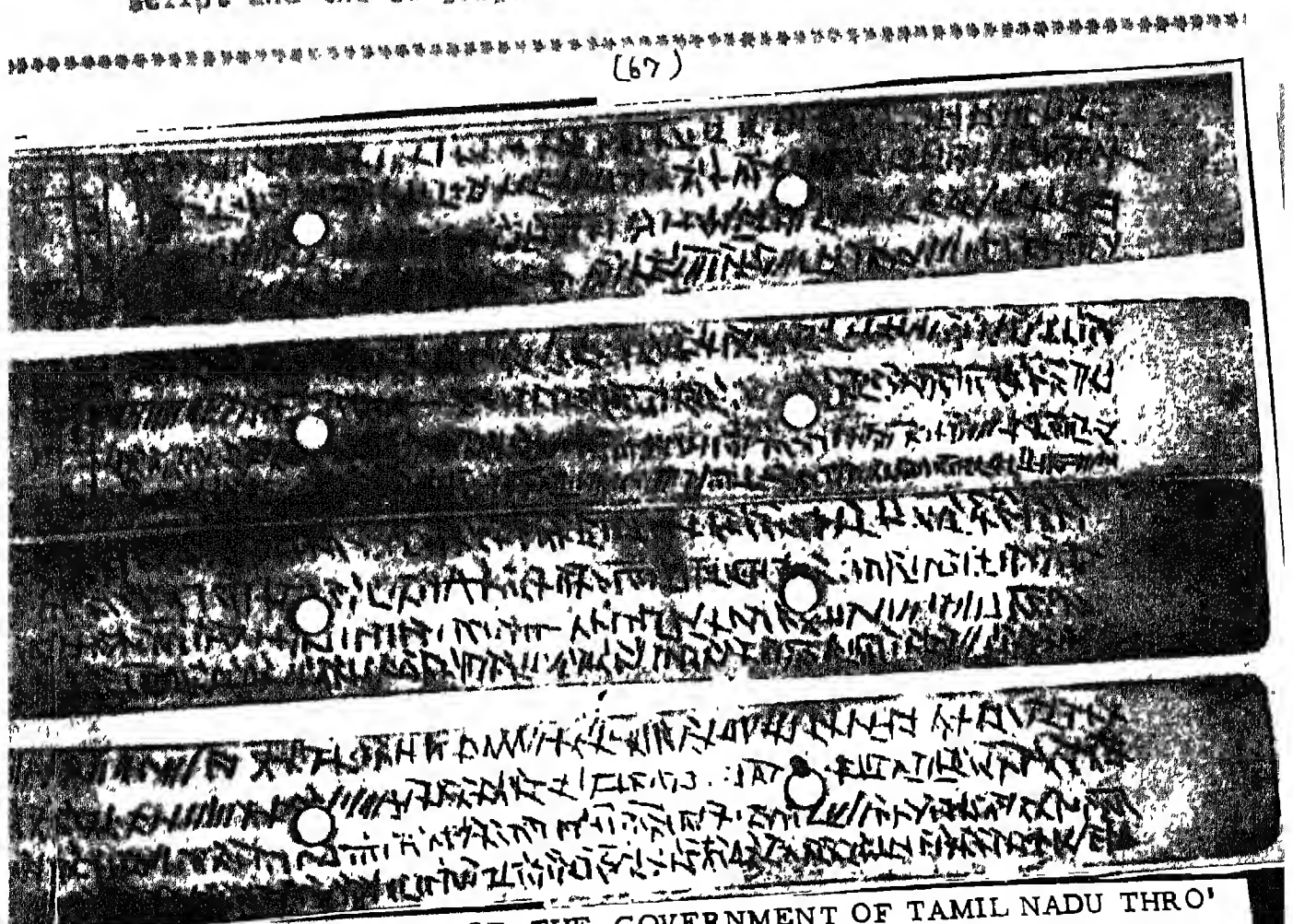
Square Burmese script - written on gold coated barks.

Artistic designs are painted on the outer planks. This was a text in Pali used for initiating priests.

writings on Bamboo Strips

The bamboo strips used for writing books were generally 1½ inch wide and 1 foot long. The words were engraved on the strips presumably by sharp pointed needles. Each strip carried only 4 lines.

The specimen⁽⁶⁷⁾ given below is from a rare manuscript on bamboo strips of about 2000 leaves. They are in unfamiliar script and the language is also not known.



BY THE COURTESY OF THE GOVERNMENT OF TAMIL NADU THROUGH
THE CURATOR, GOVERNMENT ORIENTAL MANUSCRIPTS LIBRARY, MADRAS.

Kadidam: This was another method of writing in ancient times. In this method a long cloth coated with black was used as

writing surface and the script was written with soap stone. We could see a number of manuscripts in Kannada and Telugu written like this. We were told by the Pandits of the Library that these manuscripts could be preserved for centuries.

Leather: Some writings were also done on leather.

We found one such writing (not Indian) in the Government Oriental Manuscript Library, Madras. This manuscript on leather was the old Testament in Hebrew. The manuscript was rolled over in ornamental red, and it was written on a thin long leather.

Manuscripts written on paper

The books on paper were generally written by black ink. The margins were used for (i) giving page numbers (ii) writing correct words in place of incorrect words wherever occurred in the manuscript, and (iii) giving notes on content etc. The specimen of pages of three handwritten books are given on next page.

[illegible][illegible]

BY THE COURTESY OF THE GOVERNMENT OF TAMIL NADU THROUGH THE CURATOR, GOVERNMENT ORIENTAL MANUSCRIPTS LIBRARY, MADRAS.

Tarkangrehah

• Annambhatta

• **Levngri**

* 12 inches x 5 1/2 inches

The content of the book is an elementary exposition of the Nyaya and Vaissika systems of philosophy by Annam-bhatta.

Specimen-II: This is a photo copy⁽⁶⁹⁾ of 2 pages from a book whose description is given below :

*****⁽⁶⁹⁾*****

| | |
|---------------------|-------------------------------|
| Title of the book - | Uttaravimarsa - Arthasangraha |
| Author - | Lakshibhaskara |
| Size - | 31 cms x 14 cms |

Specimen-III: This is a photo copy of one page from a book whose description is given below the photograph (70)

(70)

Title of the book Mahabhashy adipika

This is a photo copy of the paper - manuscript found in the Royal Library at Berlin, containing a commentary on Mahabhashya of Patanjali, which is considered to be a monumental work of grammar. The commentator, Bhartrhari, author of Vakyapadiya is celebrated grammarian and philosopher.

R E P O R T
OF THE
COMMITTEE
APPOINTED TO EXAMINE
THE
TEXT BOOKS
IN USE IN
INDIAN SCHOOLS .

WITH APPENDICES

C A L C U T T A

PRINTED AT THE HOME SECRETARIAT PRESS

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C O N T E N T S .

| | |
|--|----------------------|
| LETTER FROM E. LETHBRIDGE, Esq.M.A., TO HOME DEPARTMENT | pages 5-6 |
| REPORT OF THE COMMITTEE APPOINTED TO EXAMINE THE TEXT-BOOKS IN USE IN INDIAN SCHOOLS | 7-21 |
| MEMORANDUM ON THE COMMITTEE'S REPORT BY COLONEL R.M.MACDONALD | 22-24 |
| MEMORANDUM ON THE COMMITTEE'S REPORT BY R.G.OXENHAM, Esq. | 25-31 |
| MEMORANDUM ON THE COMMITTEE'S REPORT BY THE HON'BLE RAI KRISTO DAS PAL, BAHADOOR | 32-37 |
| APPENDIX I - NOTE BY THE HON'BLE SIR EDWARD BAYLEY, B.C.S.I | 41-43 |
| APPENDIX II - NOTE BY COLONEL R.M.MACDONALD | 46-51 |
| APPENDIX III - NOTE BY R.GRIFFITH, Esq.. | 52-54 |
| APPENDIX IV - NOTE BY R.G.OXENHAM, Esq. | 55-56 |
| APPENDIX V - NOTE BY THE HON'BLE RAI KRISTO DAS PAL, BAHADOOR | 57-67 |
| APPENDIX VI - NOTE BY RAO SAHED NARAIN BHAI DANDEKAR | 68-77 |
| APPENDIX VII-NOTE BY C.H.TAWNEY, Esq. | 78 |
| APPENDIX VIII - NOTE BY E.LETHBRIDGE, Esq., M.A. | 79-83 |
| APPENDIX IX - PAPERS SUBMITTED BY DR.G.W.LEITNER,M.A.) | |
| (1) Analysis of the Resolution convening the Text-Book Committee and proposals to carry it into effect | 84-91 |
| (2) Summary of the recommendations of the Punjab Committee on text-books of 1873, and of the manner in and extent to which they have been | |
| (3) put in 1877. | 92-93 |
| (4) Classification of Schools in the Punjab | 94-98 |
| (5) The Roman versus the Indian Alphabets and Methods of Transliteration | 99-101 |

| | Pages |
|---|---------|
| (6) Muhammadan authorities on Pictorial Representations | 102-106 |
| (7) Programme of Vernacular Agricultural Journal | 107-108 |
| (8) Criticism of Urdu Primers | 108-109 |
| (9) Criticism of Persian Primers | 110 |
| {10} Review of Sanskrit and Hindi text- {11} books by Pandit Guru Parshad | 117-122 |
| (12) List of books in the Gurmukhi characters | 123-129 |
| (13) A scheme of studies for Punjab Schools, by Lala Mulraj | 111-116 |
| (14) Report on the re-organizations of the Oriental College and School, Lahore | 130-135 |
| (15) Rough outline of suggestions to carry out the educational project of Lord Lytton, dated 12th January, 1877 | 136-137 |
| (16) Suggestion by Dr. Leitner on some of the points referred to at the Simla Text-Book Committee | |
| (a) Transliteration | |
| (b) The projected series of Legal and Political books | 138 |
| (c) The existing Educational Systems | |
| (d) Arabic, Persian and Sanskrit editions | |
| (e) An English Literature for India | 139 |
| (f) Methods of Teaching | |
| (g) Native Army Schools | 140 |
| (h) Examinations | |
| (i) Textbooks | 141 |
| (j) Translation into Urdu | |

| | |
|---|---------|
| | Pages |
| (k) Normal Schools, Technical Schools, Female Schools, & c | |
| (l) The proposed Treatise on the Laws of Health | 142 |
| (m) The study of the English Language | |
| (n) The Simla Textbook Committee | 143 |
| (17) A Catechism of Methods of Teaching | 144-161 |
| (18) Report on Vernacular Law Books | 162-165 |
| (19) A Report of certain Law classes and the study of Law generally | 166-176 |
| APPENDIX X - Minutes of the Meetings of the Textbooks Committee from 17th May to 30th June 1877 | 177-187 |
| APPENDIX XI - REPORTS OF THE LOCAL COMMITTEES | 188-338 |
| APPENDIX XII - RESOLUTION OF THE HOME DEPARTMENT DIRECTING THE FORMATION OF PROVINCIAL COMMITTEES FOR REVISING THE TEXT-BOOKS | 339-340 |
| APPENDIX XIII - RESOLUTION OF THE HOME DEPARTMENT APPOINTING A GENERAL COMMITTEE TO BE ASSEMBLED AT SIMLA FOR THE REVISION OF TEXT-BOOKS | 341-342 |

No.32

From

E. LETHBRIDGE Esq., M.A.,

Secretary to the Text-books Committee

To

THE OFFG. SECY. TO THE GOVT. OF INDIA,
HOME DEPARTMENT.

DATED SIMLA, THE 10TH OCTOBER 1877.

- | | |
|--|---|
| <ol style="list-style-type: none">1. Memorandum on the Committee's Report by Colonel Macdonald.2. Memorandum on the Committee's Report by R.G.Oxenham, Esq.3. Memorandum on the Committee's Report by the Hon'ble Rai Kristo Das Pal Bahadur.4. Appendix I- Note by the Hon'ble Sir Edward Bayley, A.C.S.I.5. Appendix II- Note by Colonel Macdonald6. Appendix III - Note by R.Griffith, Esq.7. Appendix IV - Note by R.G.Oxenham, Esq.8. Appendix V - Note by the Hon'ble Rai Kristo Das Pal, Bahadur.9. Appendix VI - Note by Rao Sahab Narain Bhai Dandekar10. Appendix VII - Note by C.H.Tawney, Esq.11. Appendix VIII - Note by E.Lethbridge, Esq.12. Appendix IX- Note by Dr.G.W.Leitner, M.A., and other documents submitted by him 1 to 18.13. Appendix X - Minutes of the Meetings of the Textbooks Committee from 17th May to 30th June14. Appendix XI - Reports of the local Committees.15. Appendix XII - Resolutions of the Home Department Nos.143 to 152, dated 29th March, 1873, directing the formation of provincial committees for revising the textbooks.16. Appendix XIII - Resolution of the Home Department No.101, dated 23rd April, 1877, appointing a General Committee to be assembled at Simla for the revision of | <p>I HAVE the honour to submit herewith the Report of the Text-books Committee appointed under the orders of Government dated 23rd April 1877, together with the illustrative documents enumerated in the margin.</p> |
|--|---|

- 433 -

text-books.

I have the honour to be,

SIR,

Your most obedient servant

E. LETHBRIDGE,

Secretary to the Text-books Committee.

R E P O R T
OF THE
COMMITTEE APPOINTED TO EXAMINE THE TEXTBOOKS
IN USE IN INDIAN SCHOOLS

--

1. WE, the undersigned Presidents and Members of the Text-books Committee appointed under the orders of the Government of India in the Home Department dated April 23rd, 1877, have the honour to submit the following report as the result of our enquiries and deliberations.

2. As soon as this Committee assembled at Simla in May last it became necessary for us to decide whether we ought to consider the text-books prescribed by the Indian Universities. After some discussion we came to the conclusion that the resolution of Government, by which we were convened, did not empower us to review the scheme of studies prescribed by those bodies. The resolution summoning the present Committee orders us to consider the provincial reports in detail, and these reports deal almost exclusively with the books read in schools. Some provincial Committees have indeed made remarks upon text-books prescribed by the Universities, but it is clear that in so doing they have exceeded the instructions given them in the Home Department Resolution dated 29th March 1873, under which they were constituted. Besides, the Indian Universities, as by law established, have "full powers to make and alter bye-laws and regulations touching the qualifications of the candidates for degrees, and the previous course of instruction to be followed by them, and the preliminary examinations to be submitted to by them". For these reasons we were of opinion that we could not becomingly enter upon the criticism of University studies. We accordingly resolved that our duty was to consider the text-books used and the methods of instruction followed in Indian schools, carefully avoiding any encroachment upon the province of the Universities.

3. After laying down this principle we proceeded to the consideration of the provincial reports in detail.

The opinions of the provincial Committees with regard to English textbooks were first considered; and then we proceeded to examine the criticisms of the provincial Committees on vernacular textbooks.

4. The opinions of the various provincial Committees on English textbooks may be thus summarized:

Histories - Four Committees are dissatisfied with the

existing Histories of India, and recommend the preparation of a new one. Other Committees seem to be satisfied with Lethbridge's History of India, which is the text-book for the Entrance Examination of University of Calcutta. Collier's British Empire, which is also a text-book of the same University, is approved by Bengal and Madras. The Bombay Committee consider Smith's series to be the best in the absence of a series written for Indian students. The Mysore Committee approved the same series. The Bengal Committee give a faint approval to Mrs. Markham's and Little Author's Histories of England for junior students. On the whole, the balance of opinion seems to be that, though Lethbridge's History of India is very useful, a new one might also with advantage be prepared; and that for histories of other countries our Indian schools might safely rely upon the efforts of English authors.

Geographies-The geographies of Anderson, Clyde, Blochmann, Peary Churn Sircar and Peary Lall Shome received qualified commendation. Duncan's is recommended for Madras if revised.

English Readers and Grammars. - Of the English Readers in use, when the local Committees reported, no one series was altogether approved. There appeared to be no easy grammar for Native students beginning the study of English.

Mathematical and Physical Science textbooks - Barnard Smith's Arithmetic appeared to be more generally approved than any other, the only defect noticed being the want of Indian tables of weight, and measure. These tables have been added to the later editions. A similar remark may be made upon Todhunter's Algebra; subsequent editions containing Indian examples, the want of which was the only defect noticed in this work, which otherwise was generally approved. Todhunter and Pott's editions of Euclid were approved. In the Punjab the introduction of Huxley's Science Primers was recommended. On the whole, there seems to be no demand for new works to teach Arithmetic, Algebra or Euclid.

5. With regard to vernacular textbooks, the Committee considered that the proposals of the local Committees should be examined and reported upon for each Province separately, since it did not appear possible to adopt the system followed in the case of English textbooks where it was found that several local Committees had reported on the same books, and this Committee therefore was enabled to compare the local reports upon English textbooks in each subject, and thus to observe, as is done above, that certain books are generally approved. No such general approval could be found in the case of vernacular books, each language possessing its own series.

In BENGAL the local Committee report that "no school course has been authoritatively laid down by Government; the authorities of every school, Government aided or unaided, choose their own books". The Committee subsequently submitted a catalogue of Bengali books specifying those which it approved, and also those of which it definitely disapproved and the disallowance of which it recommended.

In MADRAS the local Committee appear to consider the existing

vernacular textbooks unsatisfactory, and recommend in most cases a revision; and as to grammar that new books should be written. Only one Grammar, that for advanced students of Tamil, is commended. The Telugu Sub-committee recommend that accurate English versions of all vernacular books used in Government schools should be printed and circulated.

In MYSORE the local Committee suggest a conference of delegates from Madras, Bombay and Mysore to consider the expediency of introducing a general series of Kanarese text-books. The recommendations of the Madras Committee as to Telugu and Tamil grammars is approved; existing Kanarese grammars seem satisfactory. Generally the Committee recommend the revision of existing reading books in the several vernacular languages reported on, and suggest the preparation of a new history and a new geography for Mysore schools. These books to be written in English and translated into the vernaculars.

IN BOMBAY the local Committee approve of the existing Marathi and Guzerathi series, specially the latter, upon the model of which a new Sindhi series was then being prepared. The Kanarese series is said to require revision. As to grammar there appeared to be only two (and those both rudimentary) which were approved - Hope's Guzerathi Grammar and Dadoba Pandurang's Rudimentary Marathi Grammar. No satisfactory vernacular histories or geographies appear to have been in existence. Certain vernacular works in Guzerathi were objected to as indecent and immoral but these do not seem to have been school textbooks. The same remark applies to the Marathi books commended under the head of provincial literature; they do not seem to be used in schools.

THE CENTRAL PROVINCES AND THE BERARS depend upon the larger Provinces for their text-books; but a separate series was recommended for the Marathi-speaking districts of the Central Provinces.

IN THE NORTH-WESTERN PROVINCES, at the date of the Committee's report, no graduated series of Hindi or Urdu reading-books was in use, and the books used as readers were not altogether satisfactory. Objections were taken to existing historical and geographical text-books, and to the vernacular grammars.

IN OUDH the existing vernacular text-books were said to be for the most part suitable; certain changes, however, were recommended, which the local Committee believed might be effected by the selection of suitable men to write new or revise existing text-books.

IN THE PUNJAB The local Committee seemed to be of opinion that the existing Persian reading-books, with some minor revisions which were suggested, were satisfactory. A Persian Grammar was said to be a desideratum; cheap expurgated editions of the Gulistan and Bostan were recommended to be prepared. The Urdu series of reading-books in use was not altogether approved, and the preparation of an Urdu History and Geography was recommended. The Urdu

Algebra then in use was condemned; the Urdu adaptation of Barnard Smith's Arithmetic was on the whole approved; and the translation of Euclid in use was said to be good but deficient in deductions and analysis. The Arabic books in use were generally approved; also were the Hindi books as far as they went, but the preparation of additional books was recommended. It was suggested that when new works on geography and mensuration have been adapted to Urdu schools, they might be translated for use in Hindi schools.

FOR BRITISH BUNMA a new series was in course of preparation at the date of the local Committee's report; the object ~~was~~ of this series was stated to be "to teach English side by side with the vernacular".

6. Having considered the provincial reports - which, for conveniences of reference, are appended to this report - the Committee proceeded, in accordance with the Government resolution to "ascertain how far the reports have been locally carried into effect, with what success, and how far their operation may usefully be extended".

7. The Committee after examining the proceedings of the several Local Governments in the Educational Department supplied to them by the Home Office, and having been favoured with notes by the Directors of Public Instruction of Madras, the Punjab, Bombay, the North-West Provinces and the Berars, and by the Inspector General of Education, Central Provinces of India, find that -

IN BENGAL a Committee was appointed by Government Resolution No. 2433, dated Calcutta, 13th August 1873, the operative paragraph of which runs thus -

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| "The Lieutenant-Governor is accordingly pleased to appoint the Rajah Jetendro Mohun Tagore President Babu Rajendralala Mitra, Babu Bhudeb Mookerjee, Mr. A. W. Garrett, Members | gentlemen named in the margin to be the President and Members of the Central Committee for the ex- amination of educational text-books for the minor and vernacular scholar- ship course. These gentlemen |
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will be requested to draw up a list of all works on the subjects prescribed in the curriculum for these scholarships, which in their judgment possess sufficient merit to justify their inclusion in the list. Copies of the list will then be sent to all district Committees, and it will be for each Committee to decide what particular works, out of the whole number on the list, shall be adopted as the basis of the scholarship examinations in that district Arrangements will be made for periodical revisions of the central list, so as to include in it all useful educational works which may hereafter be produced."

The Committee so appointed has, we understand, been continued as a Standing Committee which upto the present time determines the text-books used in the schools of Bengal to the extent and in the manner laid down by the resolution above quoted.

In MADRAS a new series of English and Vernacular textbooks has been commenced, authors and editors being appointed by the Local Government. Some of these books are finished and others are soon expected. The Local Government in directing the preparation of this series observes that (Madras Government Resolution 3rd October 1874, No.338) "it would be unadvisable to delay action in this matter with the sole view of endeavouring to obtain uniformity throughout the whole of India".

Dr. W. Hunter has been requested by the Madras Government to undertake to write a new History of India, and it seems probable that the necessary arrangements will be soon concluded.

In BOMBAY one book in the English series has been revised since the date of the local Committee's report—an Anglo-Marathi Primer; and an elementary geography has been written. Several revised editions of vernacular textbooks have been issued, but vernacular histories seem still to be required. We are informed that there is already in Bombay a vernacular Committee, to which most books for which patronage is asked are referred for opinion and report; but textbooks have been in several cases introduced without reference to this Committee.

IN THE CENTRAL PROVINCES HOWARD's series of English Readers has been discontinued except the Primer; and after all the English Readers in general used in India had been collected and examined, it was resolved to adopt a series described as Nelson's Royal Readers which are very highly commended by the Inspector General. The vernacular textbooks objected to by the local Committee have been revised or are in process of revision. For the supply, however, of Urdu textbooks nothing has been done.

IN THE NORTH-WEST PROVINCES the Director of Public Instruction informs us (No. 396 G of 8th June 1877) that since the date of the local Committee's report the changes have been "gradual and progressive, for the Committee's labours had shown that the great bulk of the school literature was, if not unexceptionable in its character, at least open to little serious objection".

For English schools Laurie's Oriental series of English Readers has been substituted for the series previously used; and "new works, of which the design was a more systematic teaching of English idiom in accordance with the requirements of the Syndicate of the Calcutta University, were added to the curriculum".

The Urdu Primer has been recast and a new grammar of Urdu and Hindi has superseded the books formerly in use. New Science Primers have been drawn up on the basis of Huxley's English series; the text-books for geography and history are being revised.

In the Punjab some of the text-books in use at the date of the

local committee's report have been revised, and a new series of vernacular text-books has been commended; and by a Notification No. 1966, dated the 2nd May, 1877, a Standing Committee was appointed consisting of the Director of Public Instruction for the time being six members nominated by the Government, and seven members nominated by the Senate of the Punjab University. The duties of this Committee are thus laid down in the notification -

"From time to time to consider and decide what works shall be prescribed or recommended for the use of schools and colleges, and further determine what books shall be purchased for the libraries of district schools and Government colleges within the limits of the annual budget grant." It is further stated that "the duties of the Committee being confined to the selection of English books, it will not be necessary or desirable to appoint any Native gentlemen members of it."

We understand that since the date of this notification three Native members have been added to this Committee.

It will be observed that this Standing Committee in the Punjab is a body with functions differing widely from those of the Bengal Standing Committee before referred to, and from those of Standing Committee such as we suggest in a later paragraph of this report.

IN BRITISH BURMA we learn that a complete "series of school-books is in course of preparation, including Anglo-Burmese Primers, Readers, Grammars and Arithmetics, Geography and History in English, selections from the Burmese classics, a geography in Burmese and a treatise in Burmese on the history of the country. These works when completed will form an excellent series for both the English and Vernacular schools, and it has been further proposed to prepare popular treatises on scientific and other subjects."

8. We have now finished our review of the reports of the provincial Committees, and the action taken by Government thereon. We are of opinion that, though the progress made in consequence of the reports of the Committees has been somewhat tardy, it has been in the right direction; and we are by no means in favour of any violent interference with the measures of Local Governments, or the arbitrary imposition from above of absolute uniformity upon Provinces the circumstances of which are essentially different. Our effort will be rather to suggest regulations which will ensure the more effectual working of the machinery now in operation in the various Provinces, and also bring into harmonious co-operation educational systems which have

hitherto been deprived of mutual assistance and encouragement. But we feel that there is one point in which greater harmony than at present prevails is perhaps attainable, and on which we cannot refrain from expressing our opinion. This point is one the consideration of which seems to us to be naturally antecedent to what we consider the principal task before us, the suggesting of the best means for procuring satisfactory textbooks, and the laying down of principles to be observed in their selection and preparation.

9. We are convinced that it is essential to the proper preparation of school-books that they should be based upon some uniform classification of studies throughout India. We have been led to the consideration of this question by a memorandum submitted to us by Major Holroyd, President of the Committee for the revision of the statistical returns of the Educational Department. We by no means wish to insist on any uniform classification of schools, because in certain Provinces one or more departments are contained under the same roof. But we cannot see why instruction should not be classified. We beg accordingly to recommend that education throughout India should be divided into primary, secondary and college instruction.

Primary instruction should in our opinion always be given in the mother tongue. It ought in fact to include that amount of instruction which no individual in the community should be without, that is to say, reading and writing the mother tongue grammatically, simple arithmetic (not excluding local and professional modes of calculation) the elements of geography (with special reference to the pupil's own district), and a knowledge of the most ordinary natural phenomena.

The next stage of instruction we would term secondary: it should include all instruction, from the conclusion of the primary stage up to the matriculation examinations of the various Universities. No pupil should be allowed to enter upon the secondary stage of instruction without passing an examination in the subjects included in primary instruction. The proficiency of students in the secondary stage will of course be tested by the matriculation (or entrance) examinations of the Indian Universities. All beyond that is college instruction. Secondary instruction will naturally resolve itself into Vernacular, Anglo-vernacular and English, accordingly as it is conveyed through the medium of a vernacular language only, or partly in such a language and partly in English, or wholly in English. The division we recommend need not entail any violent change in the system pursued in any Province. At the same time it is perfectly definite. No reasonable doubt can possibly exist as to where primary education ends and secondary education begins; and secondary is clearly distinguished from college instruction all over India.

10. There remains one other point to be considered before we enter upon the question of the best means of securing satisfactory English and Vernacular textbooks throughout India. This point is suggested by our review of the provincial reports: it concerns the

proposals that have been made for an 'imperial series.

It will be seen that some of the Committee suggest one imperial series of English textbooks for the whole of India. There are no doubt fair arguments in favour of recommending such a series. The English instruction to be given throughout India is much the same in every Province, and it might fairly be urged that it would be easier to obtain one good imperial than many good local series. But the objections to such a series seem to us to out-weigh the arguments in its favour. To begin with, we are strongly of opinion that the English textbooks used in the lower classes of English-teaching schools should be furnished with notes and a glossary in the mother tongue of the pupil. It follows that a part, and perhaps the most important part, of the school-books intended for the lower classes would have to be different in each Province. Moreover, there does not exist, as far as we are aware, any machinery for preparing such a series at the disposal of the Government of India. It cannot be supposed that an imperial series, however excellent, would wholly escape hostile criticism; and it would no doubt need continual revision and correction. This would require the withdrawal of some of the best educational officers in the country from their duties for long periods of time. With regard to text-books on arithmetic, there is one serious practical objection. It will be very difficult to adapt any one book on arithmetic to all the varying local measures and weights. Another practical objection is that it is impossible to get books equally adapted to all the various kinds of schools. Thus the books which suit a Burmese Monastic school might not be held suitable for a Non-conformist, a Presbyterian or a Roman Catholic Missionary school; and books quite unobjectionable for the latter would certainly be often unsuited for use in Government non-sectarian schools. On the other hand, there is every probability that before long perfectly satisfactory works will be produced by English publishers. Their attention has been drawn to the requirements of India, and we may trust to the stimulus of enlightened self-interest to do the rest. Indeed, a series has already been brought out by Messrs. Macmillan and Company under the editorship of Mr. Lethbridge, which is a great improvement upon all preceding works of this nature. It will no doubt be subjected to careful revision from time to time, and there is every reason to believe that the enterprising publishers will not relax their efforts until they have provided India with a series that will be as nearly perfect as it is possible for anything of the kind to be. It is difficult to speak too highly of Morris' Primer of English Grammar and English Grammar. But the adaptation to the wants of Indian students has been done in a very perfunctory manner, and one or two illustrations are even calculated to lead the pupil astray. But this fault will, we may presume, be corrected in a future edition. There can be no doubt that the two easier of Morris' three Grammars will satisfy the requirements of the upper classes in schools. The works of Adam and Bain are also well suited for the upper classes. The new Madras series may be soon expected. There is every reason to believe that it will be satisfactory; and thus with two series to choose from, besides the junior readers which are being prepared in the North-Western Provinces, the immediate requirements of Indian students will be

sufficiently provided for. It seems very likely that those who object to Mr. Lethbridge's History of India will be satisfied with Dr. Hunter's, now under preparation for the Government of Madras; or the two books might possibly be used together with advantage. Mr. Clarke's Geographical Reader is on a good principle, and is distinguished by many excellences; when some slight inaccuracies are removed, it will no doubt be a remarkably perfect manual. To sum up, it does not seem desirable that the Government of India should take steps to secure results, which will soon be brought about without any exertion^{on} their part.

11. What has been said against the desirability of an Imperial English series will apply with much greater force to the question of vernacular textbooks; and as the vernaculars of the various Provinces are, as a general rule, different, it is obvious that the suggestion of an imperial vernacular series is altogether out of place. There is the further objection that such a series would be in most instances a translation or adaptation from works composed in another idiom, and could hardly ever be rendered into all the several vernaculars with the freedom or grace of an original work. We proceed
4 to describe the nature of the machinery which in our opinion is required in every Province to control the production of vernacular and English text-books, and which already exists to some extent in Bengal and the Punjab.

12. We accordingly recommend that a Standing Committee of reference be appointed in each Province to choose or, if necessary, prepare appropriate vernacular textbooks. The Committees so constituted should draw up a list of suitable books divided into two classes, the first class comprising those books that may be used in Government and aided schools, the second comprising those books that may be used in aided schools only. No book not included in one or other of these lists, unless it be a book such as the Bible or the Koran, used in purely denominational schools for purposes of religious instruction, should be read in any school supported or subsidized by Government. The Standing Committee of each Province should present a report at the end of every year, together with a revised list of books to be published in the Government Gazette with the orders of Government thereon. The Directors of Public Instruction should in their annual reports notice how far the orders of Government have been carried out. In case the Standing Committee of any Province should find that no suitable textbook on any specified subject legitimately included in school or college instruction exists, they should take steps to have such a work prepared. The Standing Committees should also make it their business under the direction of their respective Governments to encourage by all means in their power the development of vernacular literature.

An English Textbook Committee should also be established in every Province with similar powers and similar duties. It is extremely

probable that in many Provinces it would be found convenient to form only one Committee to examine both English and Vernacular books; but in others the personnel of the two Committees would naturally be different. Many gentlemen are admirable judges of English text-books, who are scarcely qualified to pronounce an opinion upon vernacular works. The constitution of these Committees would be a matter for each Local Government to settle. We think that the Director of Public Instruction should be ex-officio a member of both Committees, and Principals and Head Masters should certainly be put upon the English Committee. Inspectors of Schools would probably be useful in both. Steps should be taken to furnish each provincial Committee with the lists of approved works published by the other. These local Standing Committees would of course avail themselves of the information accumulated by the temporary Committees whose reports we are now considering. Steps should be taken by the Government of India to secure the harmonious co-operation of these provincial Standing Committees, which co-operation would be especially valuable in the case of two Provinces having a vernacular language in common. Each Standing Committee should be ordered to procure copies of all the text-books approved in other Provinces, in order to form the nucleus of a text-book library of reference. It may reasonably be expected that, as soon as the constitution and duties of the Committees become generally known, authors of textbooks in English and in the Vernacular languages would gladly forward specimens of their works, with the hope of getting them put on the list of approved manuals. This would materially diminish the expenditure involved in the scheme.

14. We now come to the principles which should guide the local Committees in the preparation and selection of text-books; and we trust to be excused if we incidentally make some suggestions for the improvement of school studies generally, though this may not be strictly any part of our duty.

It has been clearly shown by Dr. Leitner, one of our members, that our present school-books in some Provinces are defective in moral teaching. Bearing this in mind, and at the same time observing the great popularity of Mr. Hope's series in Guzerat, which is distinguished by the prominence given to simple moral lessons, we recommend that every series of vernacular readers for primary instruction should contain lessons on the following subjects:

Reverence for God, parents, teachers, rulers, and the aged

A simple sketch of the duties of a good citizen, and universally admitted principles of morality and prudence.

Cleanliness of habits, politeness of speech, kindness of conduct to other human beings and the brute creation.

The dignity and usefulness of labour, and the importance of agriculture, commerce, the various trades, professions and handicrafts.

The advantages of bodily exercise.

The properties of plants, the uses of minerals and metals.

The habits of animals, and the characteristics of different races, and common natural phenomena, fables, and historical and biographical episodes chiefly derived from Oriental sources.

Simple poetical extracts should also be introduced into these readers. The secondary series should in part go over much the same ground, and should also include lessons on money matters, on manufactures and the mechanical arts or science and the laws of health.

Readers intended for secondary instruction would of course treat much the subjects with which they deal at greater length and more thoroughly. We do not pretend to give an exhaustive list of the subjects which should be introduced into readers. It is rather our object to mention certain topics which should by no means be omitted.

The following principles should be kept in view in the selection of textbooks for instruction in English:

(1) Readers should be graduated according to increasing difficulty of idiom, not, as is too often done, according to increasing length of words. Readers generally commence with letters and words of one syllable, doubtless owing to the fact that formerly most of the readers used in Indian schools were originally prepared in England and to teach English boys the first use and combinations of letters. In the opinion of the Committee, as far as these steps of reading are concerned, the students of English-teaching schools in this country ought to have already acquired them in the vernacular.

(2) Readers intended for the lower classes should be provided with notes and a glossary in the vernacular.

(3) Works intended to teach the English language should be entertaining rather than instructive. The subjects of the earlier lessons should be such as are familiar to Indian boys, in order that time which ought to be spent in teaching the language should not be wasted in explaining ideas. We here take the opportunity of remarking that in the lower classes of secondary schools substantive knowledge had better be imparted in the vernacular.

(4) One great desideratum is a properly graduated series of English Exercises, so arranged as to practise the student in translating from his own vernacular into English and from English into the vernacular.

(5) An easy English Grammar for the lower classes of school should be prepared in the vernacular of each Province.

(6) Great care should be taken to graduate the series correctly. No series ought to have the same extract in two or more successive numbers.

(7) In all readers, particularly in those intended for the lower classes, the prose extracts should be more numerous than the poetical. The poetical pieces introduced should be of a simple character, and should be committed to memory by the pupil.

We have already stated our opinion that there will soon be no dearth of suitable text-books in history; and it does not seem desirable that the Government of India should enter into competition with Macmillan or the Clarendon or Pitt Presses. As there seems however to be some doubt as to the order in which history should be taught, we wish to record the view which, after discussion, approved itself to the majority of the Committee. It is briefly this. The study of history should begin with the pupil's own Province, then should follow the history of India, afterwards that of England, and so much of general history as is necessary to illustrate it; the history of the student's own Province might probably be studied in the vernacular. A minority of the Committee is in favour of teaching the History of England as an episode in the history of the world. But England and India are so intimately connected, that next to the history of his own country the History of England must always be of paramount importance to a native of India.

The same principle should be followed with regard to geography. Geography should always be studied with an atlas, and if possible with a globe. We consider that Mr. Clarke, in making his treatise on geography a companion to the atlas, has followed the right method.

We here take the opportunity of remarking that in our opinion it is very desirable that schools throughout India should not only be supplied with wall-maps, but, wherever possible, also with large coloured engravings of the varieties of the human race, the costumes of the principal nations, remarkable beasts, birds, &c., such natural phenomena as the Aurora Borealis, the mirage, volcanoes, geysers and waterspouts, sketches of scenery, and celebrated towns and buildings, &c. Were such engravings hung upon the walls of the school, the mere view of them would tend to enlarge the mind of the scholar, and they would give point to many a description which would otherwise fall flat upon the class.

15. In considering the duty imposed upon us by para No. 3 of the Resolution of the Government of India, we have been materially aided by the light which Dr. Leitner has been able to throw upon the subject. We have come to the conclusion that the paragraph has a two-fold bearing. In the first place it means that all educational series, even those intended for the lower classes in schools,

should be imbued with those moral, religious and political principles which tend to make men orderly and useful members of the community to which they belong. This bearing of the paragraph in question we have endeavoured to keep in view in framing a list of those subjects which should be included in primary and secondary vernacular readers.

But we believe that it has a wider bearing also, and imposes on us the duty of suggesting means for preparing in the vernacular languages of India, wherever required, popular summaries of the best thought on such subjects as jurisprudence, the laws of health, the principles of evidence, &c.

Attempts of this kind have already been made in this country.

Lord Hardinge* as Governor General and Governor of Bengal

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| <p>*The late Mr. Woodrow's report on text-books for schools, No. 4 dated Calcutta, the 18th of August 1875 were published, but did not obtain a sale at all commensurate with their merits.</p> | <p>caused arrangements to be made with one of the best authors in Bengali for bringing out a series of books in Bengali. Twelve volumes of the Encyclopaedia Bengalensis</p> |
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In the North-West Provinces also Mr. Boutros, the Principal of the Delhi College, brought out translations of a large number of good English authors. Government patronised the undertaking, and several copies were in consequence sold, but it cannot be said that the effort was successful.

Different reasons are assigned for the failure. It is ascribed by some people to the fact that the books on science were not required; by others, to the fact that, although such books were required by a few students, they were translations, and translations were not liked; and by others, to the fact that the translations were badly done, and were repulsive to ordinary readers.

It is therefore clear that in the preparation of these treatises the greatest care should be used to select the ablest writers, and to begin with those subjects which are likely to be popular with the less cultivated of our Native fellow subjects. English has already become the language of the higher culture in many Provinces of India, and it may be safely asserted that most scientific students in Bengal, Bombay and Madras will prefer to learn their science in English. But there is doubtless in certain Provinces of India a class to whom such treatises would be useful.

We are of opinion that the subjects on which treatises might now be advantageously prepared in the principal vernacular languages of India are as follows:

- (1) The laws of health or hygiene.

- (2) Political economy.
- (3) The principles of jurisprudence.
- (4) The principles of evidence
- (5) The theory and practice of land revenue systems.

It may be safely left to the Standing Vernacular Committees which we wish to see established in the various Provinces, under the direction of their respective Governments, to encourage by such means as they may think fit the production of treatises on these subjects wherever they may seem to be required.

Should such treatises become generally popular, the various local Committees might subsequently take steps to have short and simple abridgements of them prepared for introduction into secondary schools when deemed desirable.

16. We now come to the vexata questio of terminology. We would gladly avoid it if we could; but it is evident that if these treatises are to be prepared, European scientific terms must either be translated or transliterated or the two methods must be combined, and we feel ourselves bound to be prepared with some suggestion on the point. The question has been very completely debated in Bengal, and opinions have been obtained by the Bengal Educational Department, from Bombay, Madras, Oudh, the North-Western Provinces and the Punjab. The European members of the Bengal Vernacular Committee were in favour of transliteration, but their President, the late Mr. Woodrow, declared himself of opinion that it was useless to hope to see it introduced for the next 20 years, - at the same time expressing his firm conviction that "after the present Sanskrit rage has had its day, the terms common to science over the whole world will be welcomed even in Bengal, and the lexicon of newly coined terms in Sanskrit will be consigned to oblivion".

*Report by J. Sutcliffe, Esq., Officiating Director of Public Instruction, on text-books for medical schools, No. 4258, dated Fort William, the 11th of September, 1874.

The three principal views on the subject have been thus summarized by Mr. Sutcliffe.

First View. - If a system of medical terminology was to be laid down, it should be uniform, and applicable to every part of the country. The revival of old medical terms was not practicable, because Tamil-speaking Provinces would have recourse to medical works written in Tamil and Sanskrit vernaculars would take terms from the Sanskrit, whilst Muhammadan doctors would naturally be inclined to draw on the rich stores of Arabic medicine. In like manner, if words were coined to express modern scientific terms, the same difference of languages and race would arise. The only plan left, therefore, to ensure uniformity was to employ English terms, as

in fact several authors of vernacular books on medicine had done. But many terms belonged both to science and to the common language; for example, words like skeleton, vein, absorption, &c., and because for such terms equivalents existed in all vernaculars, it was useless to substitute for them English terms. Again, as medical students receive no philological training, newly coined words and rare terms revived, whether Tamil, Sanskrit or Arabic, would tax their memory as much as, if not more, than English terms, especially because the spread of English education rendered it probable that in future vernacular students of medicine would on joining bring some knowledge of English with them.

The adoption of a large number of English scientific terms, on the other hand, was perfectly feasible, and this was proved by the fact that hundreds of English words used in the courts, in cookery, navigation, engineering, gardening, painting-in fact in every trade and profession-were daily employed by natives unacquainted with English, and were also generally used by the vernacular press in all part of India.

This view, therefore, advocates a maximum of transliteration.

Dr. Strachan and Dr. King in Madras agreed with this view. So did Messrs. Alexander and Pearson in the Punjab.

Second View.-The second view is held by Babu Rajendralala Mitra, who is of opinion that owing to the peculiarities of the different vernaculars current in India, it is impossible to preserve uniformity by transliteration; that the English terms already introduced, whether in the ordinary affairs of life or as in scientific books, have assumed very different appearances in the different vernaculars; that the Native Doctors in the armies of the several Presidencies used different terms, or English terms so transmogrified as to amount practically to different terms, and that such terms are quite unintelligible to the mass of the people; that owing to the defects of the Urdu alphabet they cannot be transliterated with any approach to accuracy; that as long as the languages differed there was no prospect whatever of a universal scientific terminology getting into currency, and that the proposed medical works being compiled according to fixed rules, and under the superintendence of especially appointed Committees, there could be no apprehension of want of uniformity by Sanskrit scholars drawing largely from the Sanskrit and Arabic doctors resorting to the Arabic language.

Babu Rajendralala Mitra divided scientific terms into six classes, for four of which he advocates "translation". For the remaining two he recommends "transliteration". His classes are -

A. - TERMS TO BE "TRANSLATED".

Class I - Terms that belong both to science and to the common

language, as blood, saliva, sulphur, leaf, headache, fever.

Class II - Terms that are used by traders and professional men, as yeast, angle, crystal, petal, tenesmus, strata, depression. Cases may arise in which such terms will have to be transliterated.

Class V - Functions and abstract ideas, as secretion, absorption, germination, tonic, affinity.

Class VI - Chemical and anatomical compounds.

5. - TERMS TO BE TAKEN FROM THE ENGLISH AND TO BE "TRANSLITERATED".

Class III - Names of things used in modern science, as ipecacuanha, jalap, the elements of chemistry, the names of rocks, and the names of surgical instruments.

Class IV - The scientific names of plants and animals

The Principal of the Medical College, Madras, agrees on the whole with Dr. Rajendralala Mitra, though he would extend transliteration to some of the classes for which Babu Rajendralala Mitra proposed translation. The same view is held by the Bombay Committee consisting of four Hindu gentlemen employed as teachers in the Grant Medical College.

The Director of Public Instruction in the Punjab agrees on the whole with Babu Rajendralala Mitra, but prefers transliteration to far-fetched terms taken from the Sanskrit or Arabic.

Third View - The third view is that of Dr. Tamiz Khan. He differs from Babu Rajendralala Mitra in two points: (1) he recommends that old Sanskrit and Arabic works on medicine should be examined for the purpose of reviving medical terms now forgotten but once in use among ancient doctors; (2) he prefers, on the whole, Arabic to Sanskrit derivation. In other points he agrees with the former's view. He does not divide scientific terms from a logical point of view, but he applies the following two criteria: (1) if a term is common and belongs both to science and the daily language, translate it. (2) If a term is rarer and does not belong to the common language, revive, if possible, an Arabic and Sanskrit equivalent; but if none can be found, adopt the English term and transliterate it.

This view is approved by Dr. Scudder in Madras and Mr. Sims. and Dr. Leitner in the Punjab. Dr. Leitner specially recommends a study of Sanskrit and Arabic medical works.

1.20 The Director of Public Instructionⁱⁿ Oudh agrees in a general way with Dr. Tamiz Khan.

The arguments in favour of transliteration have never been more clearly stated than by the two Native members of this Committee, Rao Saheb Dandekar and the Honourable Kristodas Pal, in their notes appended to this report. The former is strongly in favour of transliteration. The latter appears to agree with Dr. Rajendralala Mitra, but he represents the arguments for the opposite view with admirable fairness and impartiality. They are briefly-

- (1) - The only chance of uniformity is to employ English terms transliterated.
- (2) - The people already employ English terms.
- (3) - English terms will carry no wrong notions with them, and will, in fact, be perfect symbols, the meaning of which will be governed by their definition only.

We have given a lengthy summary of the controversy as the matter is one of vast importance, and has an obvious bearing not only upon the preparation of the vernacular treatises which we have recommended above, but also upon the translation of the Science Primers which is now being commenced in the North-Western Provinces. The opinion at which the majority of us have now arrived is "that transliterations of European scientific terms should be employed in all cases where precise vernacular equivalents are not already in current use".

We wish the arrangement we have now suggested to be only regarded as provisional. Indeed we believe with the late Mr. Woodrow that the question will ultimately settle itself. As India advances in culture, those terms which are found practically most convenient will be victorious in the struggle for existence.

17. It is probable that the treatises on hygiene, political economy, &c., which we have contemplated, will have at first to be translated or adapted from European works. Still there are admittedly in certain Provinces Native gentlemen quite qualified to write good vernacular treatises of the kind contemplated. Should such men not be found, it is quite possible that several provincial standing Committees might agree to ask some distinguished European author to compile a treatise on his specialite adapted to the Indian mind. It would afterwards be their business to see it correctly reproduced in the vernaculars of their respective Provinces. We are inclined to think that perhaps the best way of encouraging the production of good vernacular treatises is that suggested by Mr. Lethbridge: "A notification should be put forth that such and such a book or trans-

lation is wanted, inviting applications from qualified authors; and stating that from among the applicants the local Committee would choose a small number, say two or three of the authors of highest repute, and that the Government would pay the cost of printing and publishing a small first edition (of say 500 copies) of each of the productions of these selected authors, and that all the books so produced that might satisfy the Committee would be put upon the Government authorised list." This should be done if a simple call for treatises on any subject met with no satisfactory response. But this is a question which each Vernacular Committee should settle, and it might be desirable that it should be settled differently in different Provinces.

18. There remains one other subject which has been brought before the notice of the Committee. Mr. Pagter, of Madras, thinks it desirable that some more concise geometrical manual should be substituted for the works of Euclid now read in Indian schools. We believe such short methods have found favour in some English schools, and Mr. Porter's high authority is of itself a great argument in their favour. But we are convinced that as long as the Universities prescribe the works of Euclid, no other geometrical manuals can profitably be read in schools. As soon as a boy begins to prepare for his matriculation examination, he will have to take up Euclid, and it would only confuse his mind to compel him to use a shorter geometrical manual, however eligible in itself, at his first entrance upon the subject, to be replaced by the orthodox treatise at a more advanced stage of his studies.

CONCLUSION

19. It will be observed that the opinion of the Committee points towards independent provincial effort in the preparation and selection of text-books rather than centralised imperial control. At the same time we have recommended that each of the local Committees should prepare a report at the close of each year, which report should be published in the local Gazette with the orders of Government upon it; and we have also recommended that the annual reports of the Directors of Public Instruction in each Province should contain one section specially noticing the progress that has been made in carrying out these orders. A review, on the part of the Government of India, of the various provincial reports as they are received, will enable that Government from time to time to issue such directions as may ensure progressive improvement in manual and methods of instruction. It appears to us that it would be advantageous if the various Governments were directed to communicate to each other the reports of the local Committees and the action taken by them thereon. We believe that these measures would tend to produce greater harmony in the educational systems of the various Provinces of the Empire; and

by placing the experience of each Province at the service of the others, prevent much useless expenditure of time, labour and money.

20. Mr. C. H. Tawney and Mr. E. Lethbridge having jointly discharged the duties of the Secretaryship to this Committee, the other members of the Committee cordially agree with a suggestion that has been made by the President that the labours of these gentlemen deserve to be brought to the particular notice of the Governments. The President and the other members of the Committee desire therefore to place on record their high sense of the zeal and ability with which Mr. Tawney and Mr. Lethbridge have performed the important and laborious work entrusted to them.

| | |
|----------------------|-------------|
| E. C. BAYLEY, | President |
| R. M. MACDONALD, | |
| NARAYAN B. DANDEKAR, | |
| R. GRIFFITH, | |
| R. G. OXFORDHAM, | Members |
| G. W. LEITNER, | |
| KRISTODAS PAL, | |
| C. H. TAWNEY, | Secretaries |
| E. LETHBRIDGE, | |

SIMLA ;
The 10th October 1877

APPENDIX - III

25 Memorandum by R.G.Oxenham, Esq., dated Poona, the 14th September 1977.

I HAVE signed the report of our Committee as it stands, but desire to call attention to the annexed return marked "Bombay A". This return shows that para 7 of the report requires correction as regards Bombay. Mr.Chatfield, who has favoured me with this return, was absent on leave at the time when our Committee was sitting, and the officer who was acting for him was not fully cognisant of the action taken by the department since the date of the local Committee report in 1873. This action, it will be seen, has been much more extensive than would appear from our report.

BOMBAY A.

Statement of book maps, &c., noticed by the Government Committee of 1873.

| Name of Books | Committee's remarks , and recommendations. | Remarks |
|--|---|---|
| GUZERATI BOOKS | | |
| Hope's Guzerati Reading Series of seven books. | Highly approved | The course of instruction has been altered so as to meet the views of the Committee with regard to the use of the series. |
| The Poetical Pieces interspersed through the series collected and published in a separate Vol. entitled "Kavita Sangraha". | Ditto | |

| Name of Books | Committee's remarks and recommendations | Copies in stores | |
|--|--|------------------|---|
| Girdharlal's Johnson's Rasselas Chamber's Selected Lives Lamb's Tales from Shakespeare | From a moral and religious point of views they are quite unobjectionable and their matter is instructive and amusing. In the translations, however, a somewhat too servile adherence to the original occasionally makes the matter unsuited to or difficult of comprehension by the Oriental mind. | Copies in stores | When a new supply is required the author will be asked to revise. |
| Balmitra, Part I, Children's Friend | Prize books | | A new revised edition has been brought out |
| XXXXXXXXXXXXXXXXXXXX | | | |
| Natural Theology, Gallandet | | | Copies in store. When new copies are required the author will be asked to revise it |
| Life of Columbus | Text-books | | A new revised edition has been brought out. |
| Mahipatram's Travels in England | | | Has been revised as recommended. |
| Kavyadohan, in two Parts | Condemned by the Committee. | | Superseded by a new work entitled Kavya Sankshopa in which selections from the Poets have been made according to the principles laid down by the Committee. |

| Names of Books | Committee's remarks and recommendations | Remarks |
|-----------------------------------|---|---|
| Narmadeshanker Nalakhyan | A separate edition recommended. | A separate edition has been published according to the Committee's recommendations. |
| Okshaharan | Condemned | The work is not used or required in schools. |
| Karanghelo | Revision recommended | Under revision by the author. Not used or required in schools. |
| Guzerati books (contd). | | |
| Viramati | Condemned | Not used or required in schools |
| Premchand's Narmad | Ditto | Ditto |
| Astodaya | "Is commendable as to morality, but the language is pedantic." | Ditto. |
| Narmagadya | Revision recommended | Revised edition published as recommended. |
| Dalpatram's Poems | To be dealt with on the general principles laid down in the report. | Not used or required in schools |
| Akhe Bhagat's works, | | |
| Venisamhar Nataka | | |
| Shakuntala Nataka | | |
| Dhirajram's Travels in the Deccan | | |
| Kharsanda's Travels in England | | |

| Name of Books | Committee's remarks and recommendations | REMARKS |
|---|--|--|
| GRAMMAR AND PROSODY., approved | | |
| Hope's Grammar | Approved | The only grammar now used in vernacular schools. |
| Taylor's Large Grammar | It may continue in use, but needs revision, being in parts complex and diffuse while the syntax is not always correct. | Copies in store. The author is likely to revise the work for a new edition. |
| Taylor's Small Grammar | The Committee recommends its disuse, apparently in vernacular schools only. | Used in English schools only. |
| Dalpatram's Pingal (Prosody) | "This is good, but the subject is capable of broader treatment. | Is to be revised when a new edition is required. |
| Geography | | |
| Hope's Geography, in two Parts | Approved | A revised and enlarged edition has been published |
| Chhotalal's Version of Major Candy's Geography, in two Parts | Revision recommended | Copies in store. But the work is no longer required, as Hope's enlarged Geography is sufficient. |
| A complete series of Guzerati maps by Hope, now out of print. | It would be well to publish a new series based on the Revenue Survey maps recently completed. | New maps of India, of the Bombay Presidency and of the districts in Guzerat have been published. The district maps were prepared at the Govt. Photoduplication Office, Poona and are based on the Revenue Survey maps. |

| Names of Books | Committee's remarks and recommendations | Remarks |
|---|---|---|
| HISTORY | | |
| Maganlal's History of Guzerat | This, which might be made most interesting and thoroughly Indian, is very meagre. | Re-written on a new plan in which the views of the Committee have been kept in sight by Rao Sahab Mahipatram Rupram, under the superintendence of Dr. Buhler, and is being printed. |
| GUZERATI BOOKS (contd.) | | |
| HISTORY - Concl'd. | | |
| Morris' History of India (Translation). | This is superficial | Morris History of India is revised for each edition, but the plan of the work is untouched. A good history of India is much required. |
| Mahipatram's History of England | ... | Mahipatram's History of England recently revised has been reprinted. |
| Outlines of Universal History (contd.) | | Outlines of History not used or required in schools. (contd..) |

6

| Names of Books | Committee's remarks and recommendations. | Remarks |
|---|---|---|
| Bhagawanlal's History of Kattyawa | | |
| Chaturbhuj's Account of Kutch | | |
| Elphinstone's History of India (Translation). | No particular remarks, but the Committee recommended a new historical series starting from Guzerat as a centre, and looking out at India, Europe and the World in ever expanding circles, & c.&c. | |
| Ranchhoddas' "British India" | | The authors or translators will be advised to revise when new editions are required. Copies of the books are taken for prize. |
| Grant Duff's History of the Marathas (Translation). | | |
| Keightley's Outlines of History | | |
| Ganpatram's "Roman Empire" | | |
| Malcolm's History of Persia | | |
| Books for girls' schools | The Committee recommends a special book on general information on practical and household matters and used for oral lessons. They also recommend a new Garbavali or Song Book. | A new song book is in the press, and will be shortly ready for issue. The other book is to be prepared when experience has been gained of the use of Hope's book. |

| Names of Books | Committee's remarks and recommendations | Remarks |
|--|---|--|
| Common Knowledge | The Committee approve of Hope's Oral Lessons, and recommend the introduction of General Knowledge as a subject in the earlier standards of Guzerati schools, and the preparation of one or two supplementary volumes containing Common Knowledge. | A revised reprint of Hope's "Oral Lessons" has been brought out. The two supplementary book on Common Knowledge will be taken up when Hope's book has been for some time in general use. |
| ANGLO-GUZERATI | | |
| MANUALS | | |
| Green's Phrases | No suggestion made | Not used in schools, as Well's series has superseded it. |
| Wallace's First Lessons in English | Commended | Ditto. |
| Well's English Exercises | Ditto | The series has been improved and is being extended upto matriculation requirements. |
| Guzerati Translation of Howard's Grammar | Ditto | Not used in schools |
| MARATHI | | |
| READING BOOKS | | |
| Major Candy's series of six books | Highly approved | |

| Name of Books | Committee's remarks and recommendations | Remarks |
|--|---|--|
| Major Candy's Three Modi Books | The Committee recommend these to be lithographed and that they should not contain the same matter as in the corresponding Balbodha books. | These three books have been superseded by new Modi books which are in accordance with the suggestions of the Committee, and have been lithographed as recommended with varieties of handwriting. |
| Berquin's Children's Friend (Translation). | They recommend that it should continue to be used as a school book or prize book, and the edition of Major Candy to be used for reprint. | Candy's edition is the one used for the reprint |
| Gallandet's Natural Theology | Reprint recommended | Ordered to be reprinted. |
| The Life of Columbus | A suitable prize book, & c. | Copies in store. |
| GRAMMAR | | |
| Dadoba's Large Grammar | Recommend its revision, but do not condemn it. | Copies in store. The author will be asked to revise it before a new edition is patronized by Government. The book has a high reputation. |
| Dadoba's Small Grammar | XXXXXXXXXXXXXXXXXXXX XXXXXXXXXX Is suitable for the purpose for which it is intended. | The book is revised for each edition printed. |
| Dadoba's Trans- lation of Howard's Rudi- mentary English Grammar | No remark | Not used in schools |

| Names of Books | Committee's remarks and recommendations | Remarks |
|---|---|---|
| Parashurampant's Marathi Prosody | Is fitted for usefulness | Revised for each edition printed |
| Select Sanskrit roots explained in Marathi | Will be useful in schools into which it has been already introduced | Ditto |
| Green's Phrases (Translation of) | " It has not been in much demand in the Marathi country | Superseded by a new book of Major Candy's. |
| GENERAL SCHOOL BOOKS | | |
| Krishna Chastri's "Anekvidya", | Is a good work both for schools and prizes. | The work is revised for each edition. |
| PROVINCIAL LITERATURE | | |
| The "Kekavali" | This should be reserved for college classes and re-edited with a few omissions, keeping in view the general principles, &c. | Not used or required in schools as the Navan it gives all that is necessary |
| The Kekadasha; Commentary on the Kekavali by Parashurampant | Ditto ditto | Ditto ditto |
| The "Navanita" | Revision recommended | The revision recommended has been made, and the new work is in the press. |

| Names of Books | Committee's remarks and recommendations | Remarks |
|---|---|---|
| Muktamala | These are recommended as suitable for prizes. | Copies are purchased from the authors as required. |
| Unchanganad | | |
| Vishwanath | | |
| M. A. Talbot. | | |
| G. A. Talbot and R. D. Talbot | | |
| Catechism of the Geography and History of Maharashtra | Is a useful little work, but the matter contained in it might be advantageously put out of the catechetical form, both for the reduction of the price and effective teaching. | The recommendation has been carried out, and the revised book has been published. |
| Manual of Geography, by Major Candy, in two Parts | Is a valued and approved work for schools and general Native reading." | Copies in store, but the book has been superseded by a new geography. |
| Morris' History of India (Translation of) | "Is too short and condensed." | The work has been revised, but a new history of India is required. |
| Bal Gangadhar Shastri's History of India | suitable both for schools and prizes | Copies in store. |

| Names of books | Committee's remarks and recommendations | Remarks |
|---|--|---|
| Hari Keshavaji's Translation of Jevy's History of England | "Is simple and idiomatic and suited for use in the lower classes of schools. The questions added at the end of chapters to be omitted in reprints. | Copies in store. The recommendation will be attended to when a new edition is required. |
| The Outlines of Universal History compiled for Indian school-masters. | " Should be simplified, expanded and revised before coming into use. | Not used or required in schools. |
| Maps | No remark | Marathi maps of India, of the Bombay Presidency and of all districts have been issued. |
| Kannada | | |
| The departmental series of six books | Long remarks are given on each book. | The first book and the second book have been revised as recommended. The other books are under revision by the Kanarese Committee; the third and fourth are ready for the press, and the fifth and sixth will be ready in three months. |

| List of books | Committee's remarks and recommendations | Remarks |
|--|---|--|
| Kathasarasanga, by Reverend L. Cunderson | "The language is good and the matter generally suitable. Some of the stories of not the highest moral tendency may be omitted in future editions." | When new copies are required the proprietors will be asked to revise. |
| Panchatantri | "The edition used is the expurgated Bangalore one." | 3 |
| Poetry- Two depart- mental books, Jaimini Bhashekar and two anthologies, by the Reverend Mr. Burth. | All condemned. The preparation of four new departmental books recommended. | Two of the four new departmental books have been printed in accordance with these recommendations. The third book is read and will be printed as soon as the Committee has finally approved. The fourth is under preparation. |
| Grammar | All approved, but the addition of lessons on parsing recommended for the Reverend Mr. Kie's book. | A new edition of Mr. Kie's Grammar has been finished with the addition recommended. |
| KAVYASAG-Condld. | | |
| Kavita Padhati | Approved, but alterations recommended. | A new edition is finished with the alterations recommended. On this and the last- named book the final approval of the Comm- ittee is awaited before printing. |

| Names of Books | Committee's remarks and recommendations | Remarks |
|------------------------------------|---|---|
| Morris' History | Revision recommended | A new compilation is under pre-paration and will be finished in three months. |
| Outlines of Universal History | Condemned | Not used in schools |
| Catechism of Maharashtra | Should be superseded by a brief history of more local interest | The new work recommended has been finished, and when finally approved by the Committee will be printed. |
| Outlines of Geography | Approved, but some sentences to be re-written. | Some of these have been revised, but new book to supersede all is finished, and will be printed when finally approved by the Committee. |
| A. V. K. Kie's Manual of Geography | Approved; but said to be too large, and to contain remarks on Hindulm which should be left out. | |
| Description of Bombay Presidency | A good book, but requires revision in point of grammar. | |
| Descriptive and Physical Geography | Ditto | |
| Maps | ... | Maps in Kanarose have been issued (from the Revenue Survey maps) for all the Kanarose districts except Kabara where the survey was not completed. The map for Kanara is now in the press. |

| Name of books | Committee's remarks and recommendations | Remarks |
|---------------------------------------|---|---|
| First Reading Book | Revision recommended | A revised edition has been brought out. |
| Second and Third Reading Books | Approved | |
| Fourth Reading Book | Under revision | The revised edition has been issued. |
| Fifth Reading Book | In the Press | This has been issued. |
| Sixth or high- est Reading Book | Under preparation | Ditto |
| POETRY | | |
| Rai Diyach | Approved | |
| Unkar Varus | Ditto | |
| Saiful Maluk | Ditto | |
| Kamson Ramrup | Approved except the introduction | The introduction will be omitted when a new edition is brought out. |
| Shahjoo Bessalo | Recommend an abridged edition. | An abridged edition has been issued. |
| HISTORY AND GEOGRAPHY | | |
| History of Sind | It is a matter of regret that the Province of Sind should have been devoid of a history worthy the name. | The small treatise giving a brief outline of important events in the History of the Province is still in use. No large history such as that contem- plated by the Committee has yet been undertak- |

| Name of books | Committee's remarks and recommendations | Remarks |
|--|--|--|
| MORRIS - Concl'd. | | |
| MORRIS' GEOGRAPHY concl'd. | | |
| MORRIS' History of India (Translation) | Condemned | The short treatise mentioned in the report has been printed and is used in place of Morris. |
| The outlines of Universal history | Ditto | Not used in schools |
| Geography | No remarks except that the books in use are translations from the English | A new Sinchi geography is under preparation. |
| English . | | |
| Howard's Series | ... | The Revision Committ- ee was broken up on the death of Mr. Hughlings, and the series has been reprinted with changes to improve the gradation of lessons. The original of the English poems has been given in the new edition. |

The revision of Howard's series was not pushed further, as it was supposed that the reports of the various Committees appointed by the Government of India would give valuable suggestions which would be worth waiting for. There was also an idea abroad that the Government of India would either publish a series of its own, or select some series for general use.

The Committee recommended elementary English grammars in the vernacular. This suggestion has been acted on, and the first book of an Anglo-Marathi series has been printed, and other books on the same subjects are under preparation.

The Committee also noticed the want of a history of India suitable to schools. No steps have been taken to remedy this defect, as a school history of India has been for some time advertised by Professor Owen, of Christ Church, Oxford. Professor Owen spent some time in educational work out here, and his proposed history ought to be most suitable for our schools. "India in the Eye of Conquest", by the same author, is a most interesting work with all the accuracy but without the dryness of recent Juff's History.

P O O N A :

The 12th September 1877

K.M.CHATFIELD

Director of Public Instruction, Bombay

MY DEAR GENTLEMEN

THIS is a statement of the results of the Poona Committee recommendations. I have only touched on books noticed by the Committee omitting all new books the want of which they did not point out.

2. It is the practice for the Department to keep up a Vernacular Committee for Marathi at Poona, for Guzerati at Ahmedabad, for Koneresi at Dharwar, and for Sindhi at Kurrachee. The two latter Committees have had a great deal of work since the Poona Committee sat, and all books have been sent to them before being allowed in schools. Less use has been made of the Marathi and Guzerati Committees, because (1) the Poona Committee approved so highly of most of our books in these languages, and (2) we have had scholars like Major Candy on whose works I did not require the opinion of the Committees.

Yours Truly,

P O O N A :

The 12th September 1877

K.M.CHATFIELD

Director of Public Instruction, Bombay

APPENDIX - IV

A List of the books proposed in Gujarat Vidyapeeth - Ahmedabad in the wake of the Non-Cooperation Movement of 1920 - 1921. Most of these books were published by Gujarat Vidyapeeth or Navjiwan Press, Ahmedabad.

1. Badheka Sujubhai, Svatantar Bala Saikasana (Gujarati) 1921.
2. Kalelakars and Gijubhai, Balavarta para Vyakhyan, (Gujarati) 1921.
3. Bhate, Sampatti Sastar Part 1-2 (Gujarati) 1922.
4. Bhatta, Harihar, Ganita ki Pari Bhasa (Hindi) 1922.
5. Pathake, R.V. Pamanasastar Pravasika (Gujarati), 1922.
6. Nadavi, A.Jha. Muntukhe Bate Urdu, (Hindi).
7. Dave, Jugatarama, Chanibora, 1-2,3 (Gujarati) .
8. Dave, Jugatarama, Ravana, 1-2. (Gujarati).
9. Bhate, Sampathi Sastar 3-4, (Gujarati), 1923.
10. Kalelakar ^a and Parikh, Narshari, Purva Rainga, (Gujarati), 1923.
11. Purani, Chotalal, Vidyakitha Vacanamala 3rd Ed. (Gujarati).
12. Pathake, R.V. and Parikha, Na.DVa; Govinda Ganana. (Gujarati) 1923.
13. Saha, Khusala Ta; Rastriya Charga, (Hindi) 1923.
14. Parikha, Na DVA; Patha-Sengava Bha I, 1924.
15. Chokasi, Najukalalal, Hindi Tavarikha (Gujarati) 1923.
16. Purani, Chotalal, Prakrutika Bhugola (Gujarati) 1923.
17. Bhate, Sampathi Sastar 5-6. (Gujarati) 1924.
18. Dalala, cadulala; Vyapari Bhugola 1924
19. Bhatt, Chunilal; British Rajastentra and awani Mahasabha. (Gujarati) 1924.
20. Cokasi, Najukalala, Aitihāsika Vartamala (Gujarati) 1925.

21. Dalala, Candulala: Ankeda Sastranain Multatyo (Gujarati) 1925.
 22. Gujarat Vidyapith: Naksatramala: (Gujarati).
 23. Parikh, Na. Dva: Karandiyo. (Gujarati) 1928.
 24. Sahu, Khusala, Ta. Mahatma Gandhijini 11 Sarato. (Gujarati) 1931.
 25. Gaujarat Vidyapeeth: Sikasama Vyakhyanamala (Gujarati) 1926.
 26. Grega, Richard: Preparation for Science. (English), 1928.
 27. Thakora, Baburava. Poetical Selections for Prathama Examination (Eng.), 1922.
 28. Thakora, Baburava: Poetical Selection for Vini-ta-Examination (English) 1923.
 29. Thakora, Baburava; and Sipahimalani; Prose Selections for Prathama Examination, (English) 1923.
 30. Armstronge, Education for life (English)
 31. Thakur Baburao, Ganpatram (Tr). Alaudin-ang Tano Devatal Divo (Gujarati) 1921.
-

*
Some of these books were approved and hence used in many educational institutions of Gujarat in later days when the Non-Cooperation Movement had already failed. However, certain textbooks specifically prepared during Non-Cooperation Movement on various subjects like History, Political Science of which reflected the spirit of non-cooperation, were never accepted or approved by the Government for use in schools.

APPENDIX - V

CRITERIA FOR TEXTBOOKS IN GEOGRAPHY

....

The following form is for the use of all reviewers of geographies which are to be included in the curriculum for Vernacular Primary Schools for girls: -

(a) Name of book

(b) Purpose for which submitted

- | | Reviewers' remarks |
|---|--------------------|
| 1. Is the book in accordance with the curriculum for Vernacular Primary girls' Schools? | |
| 2. Does it contain a preface for teachers by the author or a competent educationist explaining its use? | |
| 3. Are the topics given in the curriculum each separately treated in a simple and straight forward manner in a way that will help the teacher in instructing the children? | |
| 4. Has due emphasis been laid in the book on the study of local geography as a basis for the study of distant part of the country? Does it contain suitable directions for outdoor work by the girls within the school compound and home? | |
| 5. Is map-making and map study taught in graded lessons? | |
| 6. Does it contain good, clear and correct relief maps and other sketch maps explaining special topics of geography, such as political divisions, communications, distribution of chief products, etc.? | |

7. Are good and clear pictures of natural phenomena, inhabitants, village and town industries, vegetation and landscapes given?
8. Are the descriptions of places, people, buildings, trades and industries, flora, fauna and flore accurate, sufficient and good and not overloaded with details?
9. Does the book contain objectionable references or undesirable political matter?
10. How does the book compare with the existing text-books?
11. Is the print clear, readable and accurate? Does it show through the paper?
12. Are the paper, cover and binding durable?
13. Is the price moderate?

General recommendations:

* In the event of the reply being in the affirmative, please mark passages in the book and give details.

CRITERIA FOR LANGUAGE READERS

The following form is for the use of all reviewers of language readers which are to be included in the curriculum for Vernacular Primary Schools for girls: -

(a) Name of book.

(b) Purpose for which submitted.

Reviewer's remarks

1. Is the book in accordance with the curriculum for Vernacular Primary Schools for girls?
2. Does it contain a preface for teachers by the author or a competent educationist explaining its use?
3. Does the reader provide enough material to keep the class occupied one period daily for 150 days?
4. In the infant class is the book published in two parts?
5. Are the lessons carefully graded in point of difficulty throughout the series?
6. Does each reader assume the knowledge acquired in the preceding book of the series?
7. ^s In each lesson of length or divisible into lengths comprehensible at one reading, and have they a certain unity and completeness?

8. Are the topics suitably distributed throughout the series in harmony with the varying ages and interests of children?

Do the lessons consist both of prose, ^{and} poetry?

9. Is the language clear, idiomatic and correct and free from provincialism?

10. Are the lessons of literary merit?

11. Are there dialogues of suitable plays in the books?

12. Do the contents of the readers cover a variety of subjects and a wide range of useful topics? Are the lessons interesting and instructive?

13. Do the readers of the series include lessons on modern and useful topics, such as are interesting to small girls?

14. Do the readers deal with the familiar surroundings of an Indian girl? Are they so written as to predispose the Indian girls to interest themselves in house-keeping in practical life?

15. Do the readers of the series contain lessons on village life dealing with the simple habits and agricultural occupations of the rural inhabitants of India?

16. Is there anything in the readers tending to offend religious susceptibilities or arouse communal, racial or class feeling?
17. *Does the subject matter of the book contain any reference to controversial topics or does it contain objectionable references or undesirable political matter?
18. Has the author shown breadth of outlook in the selection of (a) biographical sketches; (b) historical stories, and (c) the names assigned to characters in his stories?
19. Does the book contain lesson-helps and tests?
20. Do lesson-helps contain such features as words spelling and vocabulary, phrases, idioms, etc., for use in sentences; sentences for construction; references, explanations and meanings, where necessary?
21. Do the exercises supply intelligent critical questions of fact and inference on the subject-matter? Do they contain suggestions as regards the practice in composition on particular points dealt with in the lessons?

* In the event of the reply being in the affirmative, please mark passages in the book and give details.

Reviewer's Remarks

22. Are the following types of poems provided:-
- (i) Imaginative-lyrics and ballads.
 - (ii) Descriptive-nature and art.
 - (iii) Narrative, e.g. stories, etc.
 - (iv) Allegorical
 - (v) Didactic?
23. Does the reader teach appreciation of the fine choice of words, of fluency and easy style, and of the musical qualities of poetry?
24. Are the poems free from the mistakes of prosody and the defects of expression and dialect?
25. Does the reader inculcate right ideals of conduct and deal with the beauty of nature and the joys of life?
26. Do the poems in the reader inspire the ideas of sanctity of home and love of family and the religious feelings of mercy, piety and love of virtue?
27. Are the illustrations interesting, correctly drawn and of good artistic quality?
28. How do the readers compare with the existing text-books?

Reviewer's Remarks

29. Is the print clear, readable and accurate ? Does it show through the paper?

30. Are paper cover and binding durable.

31. Is the price moderate?

General Recommendations:

be in
Note: These readers should be in parallel series in Hindi and Urdu in which the subjects matter should be common.

CRITERIA FOR TEXT-BOOKS IN ARITHMETIC

The following form is for the use of all reviewers of arithmetic books, which are to be included in the curriculum for Vernacular Middle Schools for boys and girls:-

(a) Name of book

(b) Purpose for which submitted:

Reviewer's Remarks

1. Is the arithmetic in accordance with the curriculum for Vernacular Middle Schools for boys and girls?
2. Are the exercises based on experiences in every day life?
3. Is each process explained?
4. Are projects, problems, experiments and mental work used to lay the foundation of each new rule?
5. Have the principles and rules of arithmetic been clearly explained?
6. Are the problems sufficient in number, properly arranged in order of difficulty and in conformity with the standard of the class in which the book is to be used and such as do not lead to absurd answers?

Reviewer's Remarks

7. Do the exercise include miscellaneous problems relating to the rules learn by the students in previous classes as well as suitable examples in mental arithmetic requiring the use of the new rules taught to them?
8. Are the processes of analysis and synthesis used to help the students in framing and solving their own examples?
9. Are test papers given to enable the success of the teaching to be judged and common faults removed?
10. How does the book compare with the existing text-books?
11. Is the print clear, readable and accurate?
12. Does it show through the paper?
13. Are paper, cover binding durable?
14. Is the price moderate?

General Recommendations:

CRITERIA FOR TEXTBOOKS IN HISTORY

The following form is for the use of all reviewers of history books which are to be included in the curriculum for Vernacular Middle Schools for boys and girls:-

(a) Name of book

(b) Purpose for which submitted

Reviewer's Remarks

1. Are the books in accordance with the curriculum prescribed for Vernacular Middle Schools for boys and girls?
2. Is the language used in the books clear and easy?
3. Is the subject-matter of the books correct and based on reliable authorities?
4. Have the facts of history been described in an impartial, unprejudiced manner in the narrative form of style in their proper settings and the characters or historical personages justly and faithfully stated? Are the descriptions lively and interesting?
5. Are the stories taken from Indian history arranged in chronological order? Have they been narrated in an interesting manner?
6. Have the religious and social conditions of different epochs of the Indian History received due attention in the books of the series?
7. Has sufficient light thrown on causes leading to wars and political changes?

Reviewer's Remarks

8. Do the books contain good portraits of important personages, pictures of historical places and events, dates lines and historical maps and charts showing the political divisions of India at important periods of its history?
9. Is the historical subject-matter duly associated with the geography of India?
10. Has a proper sense of proportion been exercised by the author in dealing with different events of the various reigns?
11. Is the present system of administration correctly and lucidly treated by the author?
12. Are exercises given in the books to encourage students to prepare date lines and charts to dramatize important historical events to write accounts of them in local history?
13. Do the exercises encourage the students to compare the present with the past conditions of life in India?
14. Is there anything in the books to offend religious susceptibilities or arouse communal, racial or class feeling?
15. * Do the books contain objectionable references or undesirable political matter?

* In the event of the reply being in the affirmative, please mark passages in the book and give details.

Reviewer's Remarks

16. Is the print clear, readable and accurate? Does it show through the paper?
17. How the books compare with the existing text-books?
18. Are paper, cover and binding durable?
19. Is the price moderate?

General Recommendations:

APPENDIX - VI

Statement showing the number of Textbooks used
in the States and the Union Territories during
the year 1968-69.

Number of Textbooks

| Nationalized Textbooks | | Non-nationalized Textbooks | Total |
|-------------------------------|-----------|----------------------------|------------|
| Primary (I to V) | 333(257) | 2292 | 2625 (257) |
| Middle (V to VI: I | 278 (131) | 2837 (9) | 3115 (140) |
| Secondary stage (IX to XI) | 313 (83) | 6239 (121) | 6552 (204) |
| Total | | 924(471) | 11368(130) |

Footnote:

Figures in paren-theses indicate the number of
translated textbooks which are not included in the figure outside.

Source:

Figures collected from NCERT, Survey of School Textbooks
in India, 1969-70 (New Delhi: NCERT, 1971). pp.163-173.

APPENDIX - VI*

GENERAL GUIDELINES FOR TEXTBOOK PRODUCTION FOR PRIMARY LEVEL

TABLE I

| 1. Type size for English Textbooks | I | II | III | IV |
|------------------------------------|------------|------------|------------|------------|
| (a) Text | 24 Pt. | 18 Pt. | 14 Pt. | 12 Pt. |
| (b) Chapter Headings | 18-24 Pt. | 18-24 Pt. | 18-24 Pt. | 18-24 Pt. |
| (c) Sub-Headings | 24 Pt. | 24 Pt. | 14 Pt. | 12 Pt. |
| | (Capitals) | (Capitals) | (Capitals) | (Capitals) |
| (d) Articles' Headings | 24 Pt. | 18 Pt. | 14 Pt. | 12 Pt. |
| | (Bold) | (Bold) | (Bold) | (Bold) |
| (e) Review Exercises and Footnotes | 22 Pt. | 16 Pt. | 12 Pt. | 10 Pt. |
| 2. Type size for Hindi Textbooks | | | | |
| (a) Text | 24 Pt. | 20 Pt. | 16 Pt. | 14 Pt. |
| (b) Chapter Headings | - | - | - | - |
| (c) Sub-Headings | 24 Pt. | 20 Pt. | 16 Pt. | 14 Pt. |
| | (Capitals) | (Capitals) | (Capitals) | (Capitals) |
| (d) Articles' Headings | 24 Pt. | 20 Pt. | 16 Pt. | 14 Pt. |
| | (Bold) | (Bold) | (Bold) | (Bold) |
| (e) Review exercises and Footnotes | 22 Pt. | 18 Pt. | 14 Pt. | 12 Pt. |

*VII The guidelines given here are suggested in Preparation and Evaluation of Textbooks in Biology - Principles and Procedures (New Delhi: NCERT, 1971), pp.64-67

3. Size of the Textbooks Crown Quarto (7 $\frac{1}{4}$ " x 9 $\frac{1}{2}$ " trimmed size).
4. Print Area For classes I and II print area to be governed by the lay-out of text-matter with illustrations. For classes III and IV a maximum of 28 ems x 42 ems must be the print area including folio lines.
5. Interline Spacing 3 Pt. 3 Pt. 3 Pt. 3 Pt.
6. Margins Crown Quarto (7 $\frac{1}{4}$ " x 9 $\frac{1}{2}$ ")
Gutter : 3 ems
Top Margin : 4 ems
Fore-edge Margin : 5 ems
Bottom Margin : 6 ems
7. Paper (Text) White Printing/ 3.C. Paper
- (a) In 90 GSM substance for textbooks for classes I and II.
- (b) In 82 GSM substance for classes III and IV. 100-120 GSM for Workbooks.
8. Cover Pulp board for 200 GSM substance
9. Convenient Bulk of Textbooks On an average for classes I and II. 64 pages and for classes III and IV 96 pages.
10. Style of Binding
- (1) All books upto 64 pages to be centre-stitched by thread only and not by wire staples.
- (2) All books beyond 64 pages to be section-sewn with thread. Cover creased end-paper pasted with full cloth on the spine and out flush.

GENERAL GUIDELINES FOR TEXTBOOKS PRODUCTION FOR
MIDDLE AND SECONDARY LEVELS

TABLE II

| | <u>Middle Level</u> <u>V to VIII</u> | <u>Secondary Level</u> <u>IX to XI</u> |
|------------------------------------|--|--|
| 1. Type size for English Textbooks | | |
| (a) Text | 12 Pt. | 10 Pt. |
| (b) Chapter Headings | 18-24 Pt. | 18-24 Pt. |
| (c) Sub-Headings | 12 Pt. (Capitals) | 10 Pt. (Capitals) |
| (d) Articles' Headings | 12 Pt. (Bold) | 10 Pt. (Bold) |
| (e) Review Exercises and Footnotes | 10 Pt. | 8 Pt. |
| 2. Type size for Hindi Textbooks | | |
| (a) Text | 14 Pt. | 12 Pt. |
| (b) Chapter Heading | -- | -- |
| (c) Sub-Headings | 14 Pt. (Capitals) | 12 Pt. (Capitals) |
| (d) Articles' Headings | 14 Pt. (Bold) | 12 Pt. (Bold) |
| (e) Review Exercises and footnotes | 12 Pt. | 10 Pt. |
| 3. Size of the Textbook | foolscap Quarto (6½" x 8" trimmed size) | Roy ^{al} Octavo (6½" x 9½" trimmed size) |

| | Middle Level V to VIII | Secondary Level IX to XI |
|------------------------------------|--|--|
| 4. Print Area | 28 cms x 36 cms including folio lines | 26 cms x 45 cms including folio lines |
| 5. Interline spacing | 2 Pt. | 2 Pt. |
| 6. Margins | <p>Foolscap Quarto (6¼ x 8")</p> <p>Gutter: 4½ cms</p> <p>Top Margin: 5 cms</p> <p>Fore-edge Margin: 6½ cms.</p> <p>Bottom Margin: 7 cms.</p> | <p>Royal Octava (6"x 9½")</p> <p>Gutter: 4 cms</p> <p>Top Margin: 5 cms</p> <p>Fore-edge Margin - 6cms</p> <p>Bottom Margin: 7 cms</p> |
| 7. Paper (Text) | <p>White Printing/S.C.</p> <p>Paper in 83 GSM substance</p> | <p>White printing/S.C.</p> <p>Paper in 70 GSM substance</p> |
| 8. Cover | Pulp board of 220 GSM substance | Pulp board of 220 GSM substance |
| 9. Convenient bulk of Textbooks | On an average 112-114 pages depending on the subject matter | On an average 128-208 pages depending on the subject matter. |
| 10. Style of Binding | All books beyond 64 pages to be section-sewn with thread, cover creased, end-paper pasted with full cloth on the spine and flush. | |

APPENDIX - VIII

SIZE OF TEXTBOOKS FOR DIFFERENT SCHOOL STAGES IN DIFFERENT STATES

| Sl. No. | States/ UTs. | Nationalised | | Approved | |
|---------|-----------------|---|--|----------------|---------------|
| | | Standards | Specification | Standards | Specification |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | Andhra Pradesh | N.A. | | | |
| 2. | Assam | A & B | Crown Quarto, Demy Octavo | A & B | Crown Octavo |
| | | I & II | Crown Octavo | I & II | Crown Octavo |
| | | Higher classes | | Higher classes | |
| | | Maths | Demy Octavo | Maths | Demy Octavo |
| | | Other subjects | Crown Octavo | Other subjects | Crown Octavo |
| 3. | Biher | N.A. | | | |
| 4. | Gujarat | All | | | |
| 5. | Haryana | I to VIII | Crown Quarto | | N.A. |
| | | Drawing, Science Primers Other subjects | | | |
| | | | Crown Octavo | | N.A. |
| 6. | Jammu & Kashmir | Primer for I (Except English II to XI. | Crown Quarto (Untrimmed) Crown Octavo (Untrimmed) | | N.A. |
| 7. | Kerala | All | Crown Octavo | | |
| 8. | Madhya Pradesh | N.A. | | | |

*The information given in this appendix has been taken from Survey of School Textbooks in India 1969-70 (New Delhi: NCERT, 1971) pp.154-156

N.A. denotes - Not available.

| 1. | 2. | 3. | 4. | 5. | 6. |
|-------------------|---------------------------|----|-----------------------------------|---|---|
| 9. Maharashtra | | | N.A. | All | Demy Octavo |
| 10. Mysore | | | N.A. | Primary stage | Demy Octavo (Untrimmed) |
| 11. Nagaland | A.B.I to VIII Language | | 14x22cm ² | Secondary stage | Crown Octavo (untrimmed) N.A. |
| | Arithmetic | | 18x24cm ² | | |
| | Arithmetic | | | | |
| 12. Orissa | I | | Demy Quarto | | |
| | II & III | | Crown Quarto & Foolscap quarto | | |
| | IV & V | | Crown Octavo | | |
| | IV (English Primer) | | Demy Quarto | N.A. | Crown Octavo |
| | VIII | | 1/16 Imperial | N.A. | 1/16 Imperial |
| | IX (English) | | 1/16 Double Demy | | |
| | Secondary stage | | 1/16 Doubly Demy | N.A. | 1/10 Double Demy and Double Crown |
| | Oriya Sanskrit | | 1/16 Double Demy | | |
| 13. Punjab | Same as in Haryana | | | | |
| 14. Rajasthan | I to VIII | | 21 x 76 cm ² 8 | Secondary stage (Civics, Economics, etc.) | Crown Octavo Demy Octavo |
| 15. Tamil Nadu | All | | 17 1/2 cm x 12 1/2 cm | | N.A. |
| 16. Uttar Pradesh | N.A. | | Crown Octavo Demy Octavo | N.A. | Crown Octavo |
| 17. West Bengal | | | Foolscap Quarto N.A. | N.A. | Demy Octavo Royal Octavo |

| 1. | 2. | 3. | 4. | 5. | 6. |
|----------------------|---------------------------------------|---|---|------------------------------|----|
| 18. Delhi | I II III to V VI to VIII | Crown Quarto Demy Quarto Crown Quarto Crown Octavo Demy Octavo Royal Octavo Demy Quarto Crown Quarto Crown Octavo Royal Octavo Demy Quarto Demy Octavo | Primary stage I & II III to VIII | Crown Quarto Crown Octavo | |
| 19. Himachal Pradesh | | N.A. | Primary stage (Hindi Primer) I to VIII (other books) | Royal Quarto Crown Octavo | |

Note: Specifications regarding quality of paper (weight, colour etc.), size of the page of the books, size of print, etc. laid down by all agencies working for textbooks. NCERT has also recommended certain desirable standards in these matters.

APPENDIX - IX

Extract of the Annual Administrative Report for the year 1979-80 of Government Textbook Press, Mysore-9

6. Textbooks produced

The number of books printed during the year for the season 1980-81 and the break up showing copies printed at Government Textbook Press, Mysore, other Government Presses, the Government of India Press and Private Presses and Private Publishers are furnished in the following statements

| Sl. No. | Particulars | 1978-79 | | | 1979-80 | | |
|---------|--|----------------|---------------------------------------|--------------------------|------------------|---------------------------------------|--------------------------|
| | | GTB Press Mys. | Private Press and Other Govt. Presses | Private Publishers Total | GTB Press Mysore | Private Press and other Govt. Presses | Private Publishers Total |
| 1. | No. of Textbooks produced (in lakhs) | 89.26 | - | - 89.26 | 75.35 | 33.0* | 45.0 8.0** 161.35 |
| 2. | No. of Titles | 123 | Not furnished (vide note) | 123 | 139 | - | - = 139 |
| 3. | No. of other books produced (in lakhs) | 0.23 | - | - 0.23 | 0.16 | - | - = 0.16 |
| 4. | Kinds | 21 | - | - 21 | 37 | - | - = 37 |

Note: 8.48 lakh books were produced at the Private Presses in Mysore.
* Govt of India Press, Mysore.
** Govt. Central Press, Bangalore.

7. The number of works undertaken and the branchwise figures are given below:-

| Sl. No. | Particulars | 1978-79 | 1979-80 |
|---------|--|-------------|-------------|
| 1. | No.of works received W.D. | 144 | 176 |
| 2. | No.of works despatched | 202 | 176 |
| 3. | No.of Pages composed (all sizes) | 9750 | 10629 |
| 4. | No.of Machine Impressions; | | |
| | (a) Letter Press: | 1,11,09,128 | 1,18,698,17 |
| | (b) Offset | 5,16,29,000 | 5,44,823,00 |
| 5. | No.of square inches of blocks made: | 30,808 | 14,67 |
| 6. | Volume of folding work done by Machine | | 1,74,88,450 |
| 7. | Gathering Machine: | | 7,02,22,000 |
| 8. | Binding Work through Private Presses | | 52,268 |

8. During the year under report 1754 +256 tonnes of Reel Paper of White Printing Paper and 145 Tonnes of Cover Paper have been consumed for printing of Textbooks and wrappers and other works.

9. The value of paper i.e. white Printing Paper and Cover Paper consumed during the year comes to Rs.84,16,000/- and value of printing materials consumed comes to Rs.4,20,000/-

10. The total sanctioned strength of the establishment of this Press as on 31.3.80 was 629 including the posts of Class I

and Class II Officers.

11. The system of Piece Work Binding was continued. The piece Work Binders turned out the following works during the years:

| | |
|--------------------|-------------|
| (1) Single fold | 62,74,725 |
| (2) Dobble Fold | 49,80,700 |
| (3) Three Fold | 2,47,28,300 |
| (4) Gathering Hand | 4,60,192 |

Sd/-

27.12

Deputy Director of Text. Books (Printing)
Government Text Book Press, Mysore - 9.

APPENDIX - X

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SCREENING RECORD BOOKLET

Identification of Passages, Pictures, Figures or Exercises
in School Textbooks which are Directly or
Indirectly Prejudicial to the Objectives of
National Integration

Each item on this sheet should be written in the script of the
language of the book and again in Roman script, for example

Title of the book महाराष्ट्र इतिहास
.....
Mahara Itihas

State

Subject

Class(es)

Title of the book

Author(s)

Editor(s)

Publisher

Publisher's address

Year of Publication

Edition

Language in which the book is written

Pages

Instructions for Screening

1. This booklet has been designed to assist the reviewer to furnish the type of data we require for identifying passages; lines, words, figures, pictures, exercises, etc., which may be found in a book, and which, in the opinion of the reviewer, are directly or indirectly prejudicial to the objectives of national integration.
2. India is a country with a composite culture where people belonging to different religions, people speaking different languages, and people having different modes of life live together in harmony. Anything which disturbs this harmony would be regarded as prejudicial to the objectives of national integration. The type of subject-matter which can be prejudicial to national integration is described in what follows.
 - 2.1 Casteism and untouchability: We all know that caste plays a very important part in our normal life. Consequently there can be various forms of references to our caste system. In some cases, the references to the caste system may be prejudicial to national integration. To give an example, there may be a description in a book, which may refer to untouchability. The description may be derogatory to a section of the community like the backward classes, scheduled castes or scheduled tribes. Thus, descriptions forbidding the free use of wells, temples, etc., to certain

castes can be harmful to national integration. Similarly, there may be descriptions which try to associate certain offending characteristics with one or the other caste deliberately. As an example, there may be a passage saying that ordinarily people belonging to a caste 'X' are not very intelligent and are not suited for intellectual life.

- 2.2. Communalism and Religious Intolerance: Ours is a secular democracy where all of us are free to practise any religion we like. There may be passages in a book which attempt to derogate people belonging to a particular religion, directly or indirectly, and incite communal or religious intolerance. Thus, there may be a passage which shows that a person belonging to one religion mistrusts another belonging to a different religion or there may be a passage which decries the common practices of any particular religious group in the country. Such passages are harmful to national integration.

- 2.3. Regionalism and Linguism: There may be passages in a book which preach regional loyalties and incite the students to either regional or linguistic loyalties inconsistent with the unity of the country as a whole. Such passages are also

harmful from the standpoint of national integration.

3. In the items discussed under para 2, not only ~~the~~ the textual material, but illustrations, exercises and photographs are also included.
4. It must be ^mremembered that some items are directly objectionable. They belong to category 'A'.
5. There may be some items in a book which can be indirectly construed as objectionable. Such items are to be classified as category 'B'.
6. In the light of what has been discussed, you are requested to read very carefully the book given to you and study in detail the photographs, exercises, etc.
7. As you are studying the book in this way, you are requested to underline in the book in ink the passages, exercises, etc., which you consider harmful. Similarly, you should put a circle in ink around any figure or illustration which you consider harmful.
8. On your second reading, if you find that you have been unfair in your underlining, etc., you may score off the underlining or circles by cutting them with vertical lines of small length.

9. After you have completed this work, you are requested to carefully fill the Screening Data Sheet and the General Remarks Sheet. If there is nothing objectionable, you should write across the whole sheet : "Nothing objectionable".
10. On the last page, which is perforated, some information about you has been asked for. This should carefully be supplied, preferably in English. If you cannot write in English, you may write in your mother tongue and request somebody to put the same in English.
11. Please note that the last sheet, which is perforated, should not be torn off by you. It will be removed by us and kept confidential so that nobody except one of our officers will know that you have evaluated the book.
12. You are particularly requested to tie together each book and its Screening Record Booklet and then forward them. In every case, the book and its screening report are to be handled together, and hence the request.

GENERAL REMARKS

(In this sheet, you may describe any other pertinent feature of the book to which you feel our attention should be drawn. Thus, if the general approach adopted in the book is harmful to national integration, you may state the same. Similarly, if the passages chosen and the description in the book as a whole are specifically related to the life, culture and practices of one community or religion, etc., you may mention the same).

INFORMATION ABOUT THE REVIEWER

Name (in capitals) MR/MRS/MRS

Designation

Office address

.....

Residential address

Qualifications

(Degree or Diplomas with subjects offered)

.....

Teaching experience

(a) No. of years

(b) Subjects and classes taught

Title of the book screened

Class(es) for which prescribed

Signature

Date

PLEASE ADD THE FOLLOWING ADDITIONAL
INSTRUCTIONS TO THE INSTRUCTIONS ALREADY
GIVEN ON THE PAGE FOR GENERAL REMARKS

Particular attention is invited to the
practice of historical incidents or
lives/of historical personages being
described or interpreted in such a way
as to cause distress, disaffection or
hatred among communities.

| | |
|-------------|-----------|
| Nationality | Education |
| 1 | ation |
| ACC | F-14253 |
| LD | 5-15-82 |